DOCUMENT RESUME

ED 187 196 HE 012 614

TITLE	A Study of a Simulation Modeling Approach to Planning for Non-Traditional Education Programs.
INSTITUTION	National Association of Coll. and Univ. Business Officers, Washington, D.C.
PUB DATE	[80]
NOTE	82p.; Best copy available.
AVAILABLE FROM	National Association of College and University Business Officers, One Dupont Circle, Suite 510, Washington, DC 20036 ($10.00)
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	Bachelors Degrees; Case Studies; College Applicants; College Planning; Doctoral Programs; Educational Economics; Expenditures; *External Degree Programs; Faculty Workload; Higher Education; High Schools; Income; Masters Programs; Models; *Nontraditional Education; *Open Universities; Postsecondary Education; *Program Development; Secondary Education; *Simulation
IDENTIFIERS	Central Michigan University; Florida International University; Loretto Heights College CO; State University of New York Empire State College

ABSTRACT

The anticipated growth of nontraditional education programs in higher education and the recognized need to carefully evaluate the potential economic impact of such programs inspired this study to: (1) evaluate the economics of five varied nontraditional institutions; (2) assist each of the traditional and nontraditional institutions participating in the study to enhance their own planning capabilities; (3) increase the body of knowledge on the economics of nontraditional education; and (4) report planning approaches, thereby assisting other institutions that may be planning the development of such programs. The five programs examined are: Florida International University's external degree program, Loretto Heights College (Colorado) University Without Walls, the Urban Regional Learning Center, Central Michigan University's Institute for Personal and Career Development, and Empire State College (New York). The programs are outlined and described, and data are presented in tables on program applicants for the past several years, staff at all program levels, staff time allocation (admission, assessment, advising, institutional development, and administration), and program revenues and expenses at each program level for recent years. In a final chapter the overall results of the economic study are briefly outlined. (MSE)

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A STUDY OF A SIMULATION MODELING APPROACH TO PLANNING FOR NON-TRADITIONAL EDUCATION PROGRAMS

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National Association of College and University Business Officers

HE 012 614

PREFACE

Non-traditional educational programs currently constitute an important and growing area of emphasis in postsecondary education. Such programs can be viewed as an alternative means of educating students who are in the mainstream of higher education. More often, however, the non-traditional approach is designed to include those persons who, for whatever reasons, find that higher education in the traditional mode does not fit their life styles or answer their educational needs.

Colleges and universities are being encouraged by educational planners and foundations interested in new approaches to higher education to consider the expansion of their programs to encompass non-traditional projects, thereby offering important additional options to both the higher education community and the public. However, institutions of higher education should be fully aware of the economic impact that non-traditional programs may have on their budgets and carefully plan their participation in such programs.

NACUBO is recognized as an organization dedicated to strengthening management and promoting effective planning in colleges and universities. Thus, it seemed natural that the association should provide the impetus for studying the feasibility of developing economic models for non-traditional education programs. The Ford Foundation awarded a grant to NACUBO for this study, emphasizing the importance of cooperation between traditional and non-traditional organizations.

Because of their interest in and expertise with simulation modeling, staff members of Coopers and Lybrand, a nationally recognized accounting firm, were engaged to conduct the study. A NACUBO steering committee was appointed to follow closely the progress and direction of this study. The committee included: M. J. Williams, Jr., Director of Special Programs at NACUBO, Chairman; James D. Bateman, Assistant Vice President for Administration at the Empire State College Coordinating Center; James R. Buchholz, Vice President for Business and Finance at Rochester Institute of Technology; Douglas J. Collier, Senior Staff Associate, NCHEMS at WICHE; Argentine Craig, Director of the Urban Regional Learning Center at Coppin State College; Elinor Greenberg, Director of University Without Walls and Other Special Programs, Loretto Heights College; William R. Odom, Bureau Chief, Research and Information Systems, Department of Education, Division of Community Colleges, Florida; Dabney Park, Director, State University System External Degree Program, Florida; and Richard Potter, Assistant Director the Institute of Personal and Career Development at Central Michigan University. (The institutions represented by Craig, Greenberg, and Park are members of the Union for Experimenting Colleges and Universities.) Rachael Lowder, Manager, General Services of NACUBO, met with the committee and assumed the editorial responsibilities. The representatives from Coopers and Lybrand, Tom Tellefsen and Michael Caulley, worked closedly with this committee.

The anticipated growth of non-traditional education programs and the recognized need to carefully evaluate the potential economic impact of such programs led the study to: 1) evaluate the economics of five varied, non-

traditional institutions; 2) assist each of the traditional and non-traditional institutions participating in this study to enhance their own planning capabilities; 3) increase the body of knowledge regarding the economics of non-traditional education; and 4) relate planning approaches, thereby assisting other institutions which may be planning the development of non-traditional learning programs.

The representatives of those institutions participating in this study wish to advise those who are contemplating embarking on non-traditional education programs of the benefits derived from their participation in this study. Such benefits include: 1) a keener insight with regard to the operational factors impacting on the economics of non-traditional education programs; 2) a sharpening of focus regarding the data elements required to plan their operations and the inter-related impacts of such data elements; and 3) a flexibility which the simulation modeling approach offers in permitting rapid evaluation of alternative approaches to planning for the development of non-traditional education programs.

This study, then, is offered for use both as a model and for direction. For any information you may wish regarding this study please contact:

NACUBO
Non-Traditional Education Study
Suite 510, One Dupont Circle, N.W.
Washington, D.C. 20036

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I. BACKGROUND

During the past decade it has become apparent that the traditional modes of providing postsecondary education and continued learning opportunities were not meeting the needs or desires of all the segments of our society. To accommodate these desires and needs there emerged a concept of Non-traditional Education (NTE). Dr. Howard R. Bowen in an article entitled "Financing the External Degree," published in the Journal of Higher Education, defines NTE as follows:

> The term "nontraditional study," as usually conceived, includes almost anything in higher education that is new, unusual, or not widely practiced. It may encompass such unconventional modes of instruction as independent study, home study, study making use of TV or computers, or study conducted in the community through internships or social service. It may refer to nontraditional students such as housewives, men and women in mid-career, the elderly, shut-ins, or inmates of penal institutions. It may include unusual schedules such as part-time study, work-study, shortened programs, or flexible programs. It may include learning acquired in institutions not usually considered part of higher education; for example, the armed services, libraries, hospitals, proprietary schools, employers, unions, churches, government bureaus, museums, and private tutors. It may include the award of credit or degrees by universities or other institutions for study or accomplishments not conducted under the auspices of the degree-granting institutions. It may include learning in a variety of subjects not leading to credits or degrees, examples of such subjects being job training, instruction in hobbies, and consumer education.

Varying approaches to NTE have evolved and are still evolving. Some such programs are carried out by traditional postsecondary institutions, others by new organizations created to do so. Each program has its own economic framework related to where and how the educational services are delivered.

Because of the anticipated growth of the NTE environment and the recognized need to carefully evaluate the potential economic impact of such programs, this study was initiated to:

1. Study and model the economics of five varied NTE programs being carried out by traditional and nontraditional institutions.

2. Assist each of the traditional and nontraditional institutions participating in the study to enhance their own planning capabilities.

3. Increase the body of knowledge regarding the economics of nontraditional education and related planning approaches and thereby assist other institutions which might be planning the development of nontraditional learning programs.

II. APPROACH

APPROACH

Participating Institutions

Five institutions were chosen to participate in this study project, selected as representing five different operating environments, as well as differences in approaches to and methods of delivering nontraditional instruction.

The institutions and a general description of each follows:

A. Florida International University - External Degree Program - a relatively small undergraduate program within a large, non-residential, state university granting the FIU degree. FIU is a Union for Experimental Colleges and Universities (UECU) member institution.

B. Loretto Heights College - University Without Walls Program - a relatively small undergraduate program within a small, independent college granting the Loretto Heights College degree. Loretto Heights College is a UECU member institution.

C. Urban Regional Learn Center - Baltimore Campus - a freestanding unit offering high school through Ph.D. programs. The bachelor degree is granted through the Union for Experimental Colleges and Universities (UECU).

D. Central Michigan University - Institute for Career and Personal Development - a large, predominately graduate program within a medium-sized, state university operating both within and beyond state boundaries.

E. Empire State College - a large, freestanding undergraduate institution operating as a part of the State University of New York (SUNY) entirely within the state.

The characteristics of each institution are discussed in greater detail in the section on REVIEW OF INSTITUTIONAL MODELS.

Project Review

To ensure that the study results accurately reflect the economics of the programs involved and meet the needs of traditional institutions which might be considering embarking on nontraditional education programs, a project task force was created. This task force was composed of:

M. J. Williams, Jr.
Director of Special Programs
National Association of College and
University Business Officers

James D. Bateman
Assistant Vice President for
Administration
Empire State College Coordinating
Center
State University of New York

James R. Buchholz
Vice President for Business and Finance
Rochester Institute of Technology

William R. Odom
Bureau Chief
Research and Information Systems
Department of Education
Division of Community Colleges
State of Florida

Richard Potter
Assistant Director
The Institute for Personal and
Career Development
Central Michigan University

Dabney Park, Director
External Degree Program
Florida International University

Argentine Craig, Director
UWW/Urban Regional Learning Center

Elinor Greenberg, Director
UWW Program
Loretto Heights College
UECU - National Coordinator for
UWW Program

Douglas Collier
Senior Staff Associate
National Center for Higher Education
Management Center

Rachael Lowder
Manager, General Services
National Association of College and
University Business Officers

Thus, the task force could bring to bear the views and perspectives of both the traditional and nontraditional learning environments.

Role of Task Force

The primary role of the task force was that of reviewing and approving the approach, direction and results of the project effort. In carrying out its responsibility, the task force also provided valuable insight as to the concept and structure of the models developed, objective evaluations as to the adequacy of the models in portraying the results of the planning process, and evaluation of the conclusions contained in this report. In addition, the representatives from each participating institution served as the primary contact persons for their respective institutions.

Study Methodology

This study consisted of gathering, analyzing and synthesizing data and reviewing program structure for each participating institution as required to develop a model which accurately portrays the economics of each program. This proved to be a challenging task as, by its very nature, NTE does not conform to the operating and economic measurement elements appropriate to its traditional counterparts. Therefore, a great deal of time was devoted to developing an understanding of and defining how each NTE program operates and what data are required to develop its economic profile. A questionnaire was developed by the committee and completed by each of the participating institutions in an effort to accumulate data in a consistent, logical format. Follow-up site visits were made to obtain required clarifications and refined data inputs needed to construct the models, which were then reviewed with the institutional representatives and modified as necessary.

Specifically, the following work steps were performed:

- Obtained through the questionnaire approach as much background information as possible about each program.
- Visited each participating institution and conducted such interviews as were necessary to accomplish the following tasks:
  - Develop a more complete understanding of how the programs operate
  - Analyze available data (statistical and financial)
  - Identify additional data needed and available
  - Review preliminary approach to model development.
- Analyzed characteristics of programs and developed preliminary models.

- Reviewed, in working sessions with the task force and representatives of each participating institution, the models and the computational methodologies employed thereon, and identified necessary modifications.

- Revised each model and re-reviewed with respective institutional representatives.

- Prepared this report for distribution by NACUBO.

- Disseminated information regarding the study through the distribution of a digest of the study to all institutions of higher education included in the National Center for Higher Education Statistics' Higher Education Directory.

- Placed each of the modelling programs developed in residence in the library of College and University System Exchange (CAUSE).

REVIEW OF INSTITUTIONAL MODELS

Early in considering the application of modelling to planning in the NTE environment, the task force came to the conclusion that the development of a generalized model for all participating institutions was impractical. Therefore, as previously indicated, a planning model was developed for each institution. In this section of the report, a more detailed identification of the characteristics of each institution and the model depicting its economics are set forth. Each model was developed specifically for the institution it portrays and is based on an understanding of the workings and interrelationships of the institution's environment.

The models developed are deterministic, simulation models that run on a computer time-sharing system. The models are constructed such that, as long as the programs and educational delivery systems remain constant, various data items can be adjusted to determine the forecasted outcomes. Data are projected on a discrete input basis or on the basis of a relationship to other values. Thus the model outputs for each institution, embodied in this report, reflect a projection of the results of future operations each considers appropriate to its unique situation. Each model permits the input of different assumptions regarding enrollment, instructional demand, how instruction will be provided, staffing patterns, tuition and revenue expectations, compensation and expenditure levels, and the like. Therefore, the "what if" game may be played with the model to simulate the results of management decisions.

The remainder of this section presents for each institution:

- Program description
- Definition of terms
- Description of model
- Key assumptions
- Model results.

FLORIDA INTERNATIONAL UNIVERSITY

EXTERNAL DEGREE PROGRAM

Florida International University - External Degree Program

A. Program Description

Florida International University is an upper-division undergraduate and graduate institution which is part of the State University System of Florida. It currently has approximately 11,000 non-residential students, over 50 percent of whom attend classes in the evening. The State University System External Degree Program has been established as a self-directed, largely off-campus academic program for residents throughout the state of Florida. Currently, the program serves approximately 150 students at any one time. The External Degree Program is administered by the Office of Community Affairs of FIU. The External Degree Program has been a participating member on the University Without Walls program of the Union for Experimenting Colleges and Universities since 1972.

Although the External Degree Program has a state-wide mission, through the date of this report most of the students admitted to the program are located within commuting distance of FIU. As the model indicates, beginning in the next academic year, the External Degree Program is expected to expand its operations to other state universities in the Florida State University System, if adequate funding is provided by the State.

To be admitted to the External Degree Program, a student must first be admitted to Florida International University. After the student is accepted by the institution, the chairperson or the admissions officer of the department which the student has selected makes a preliminary evaluation as to whether or not a student who has applied for admission to the External Degree Program should be accepted. Once the admissions officer has decided to admit the student, a faculty advisor is selected to work with a counselor and the student to write the educational contract. The educational contract is a double-purpose instrument used both for assessing the present level of a given applicant's achievements and outlining the program of study to be followed to attain the baccalaureate degree.

Students in the program can earn their baccalaureate degrees through a combination of 1) credit for previous academic, work, and other life experience; 2) independent study; and 3) regular classroom courses at any college or university in the state.

The preparation of the educational contract plan involves three basic steps. First, the student's previous academic credit is reviewed for acceptability toward the degree in the field of study chosen. Second, a review is made of the student's previous

work and life experience to determine how much life/work credit will be awarded toward the degree. Third, a study plan is worked out for the student outlining the steps remaining for completion of the degree. The study plan may involve independent study, an educational project or formal classroom course work. Typically, study plans involve a combination of all three. All academic judgments are made by the faculty advisor.

The educational contract developed is expressed in quarter hours of credit and must total at least 180 quarter hours, which is the minimum required for a baccalaureate degree. Students pay $350 to cover the cost of the preparation of the contract and up to 25 quarter credit hours of independent study. Regular courses taken at FIU or any other institution are paid for directly by the students. Should the course of study extend beyond one year, the student pays $100 per year to cover the cost of faculty advisement and maintenance of records. It is expected that this fee will change in fiscal 1976-77 so that each contract preparation will cost $100. The students will then pay the regular State University System fee of $15 per credit hour for all independent study credits as well as for regular courses.

B. Definition of Terms

To explain the concept of the model output as shown at the end of this subsection, the following definitions are applicable:

- Applications Received - This represents the applications for admission received by the External Degree Program.
- Applications Processed - This represents those applications which have been screened and referred to chairpersons or admissions officers for consideration.
- Admissions - This represents the applicants who have been accepted to the External Degree Program and have enrolled during the academic year.
- Students at Beginning - This represents the students from the previous year continuing their study program in the current year. Because students are admitted at any time during a year, it was necessary to establish an arbitrary beginning enrollment date. For purposes of planning, the beginning of the fiscal year of the university was chosen.
- Graduate This Year - This represents those students who complete their courses of study during the year.

- Attrition This Year - This represents those students who drop out sometime during the year without having completed their educational contracts.

- Credits/Student-Life/Work - This represents the average number of credits awarded to a student for previous experiences other than formal postsecondary education.

- Credits/Students-Independent Study - This represents the average number of credits contracted for by the students for off-campus work.

- Full-Time Equivalent Students - As students are constantly being admitted and graduated during the year, an arbitrary definition of full-time equivalent students was made. For the model, therefore, FTE has been defined as 50 percent of the total of students enrolled at the beginning of the year, less attrition during the year, plus students admitted during the year.

- Tuition - Contracts - This represents the revenue generated by students who have been admitted to the program and who have gone through the advising and assessment functions, plus the revenue from independent study credits contracted for by such students.

- Personnel Costs - This represents the cost of all personnel and personnel resources devoted to the External Degree Program.

C. Description of Model

The key element in the operation of the External Degree Program is admissions. As can be seen by the model's Resource Time Allocation Schedule, the bulk of the activities for counselors and faculty advisors (faculty) is centered around the processing of applications and the advising and assessment functions. Therefore, admissions assumptions are the primary assumptions which impact on the remainder of the model.

In the enrollment data section of the model, assumptions regarding applications received and processed are goals which must be met to achieve the admissions goals. In the program data section, the average entering credits and the credits per student are extensions of historical data for each category during the next four years.

In the staff resources section of the model, the director and the associate director positions are projected as discreet values. Secretaries, counselors and full-time faculty advisors are a function of admissions, i.e., as admissions increase or decrease the need for such staff also increases or decreases. Therefore, by changing the admissions projections, the effect on the number of secretaries, counselors and full-time faculty advisors required is projected.

The financial report is a summary of all of the revenues and expenses associated with the external degree program. Further, expenditures are subdivided into direct and indirect classifications. Direct revenue and expenses consist of those elements that are directly affected and controllable by the external degree program management. Indirect expenditures are those which represent a fair share of the support costs of the university which the External Degree Program utilizes. State appropriations represent the amount required to balance revenues and expenditures.

On the expenditures side, the cost of human resources are computed and individually allocated to the categories shown under personnel costs, based on the percentages in the resource time allocation. The purpose of performing this allocation is to focus on the cost of the various processes in non-traditional education. The remainder of the expenses are a function of the number of full-time equivalent students. Indirect support cost is the fair share of all of the support costs of Florida International University that the External Degree Program should bear. These costs include admissions, registrar, business office, academic support, and general administrative costs. The method used to identify the support costs was on a per full-time equivalent basis.

As most of the line items in the model are variable to some other element or can be projected independently, the model can now be used to forecast the results in differing circumstances. For instance, rather than increase the admissions so dramatically in 1976-77, one could portray the results if the admissions only increased to 300. This gives the program director a valuable tool to ascertain what resources are required to deliver certain volumes of education.

D. General Description of Assumptions Inherent in Model

Enrollment

- State appropriations will increase to permit expansion of enrollment sufficient to permit admissions to increase from 150 in 1975-76 to 1200 in 1979-80.
- Growth in admissions will both permit and require extension of External Degree Program to other state universities.
- Only in health and social service discipline areas will credit for life/work experience decrease.

Staff Resources

- State increased funding will encompass a formula allocation of positions based on enrollments.

Revenue and Expenditures

- Fee assessment formula will change in 1976-77 as previously described, if approved by the Board of Regents.
- Salaries will increase at 5 percent per year.
- Inflation will impact on other costs at a rate of 6 percent per year.
- The per-enrollee indirect cost factor will remain constant.

FIU/EXTERNAL DEGREE PROGRAM
FINANCIAL PLANNING MODEL
STATISTICAL REPORT

	ACTUAL 74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT DATA:						
APPLICATIONS RECEIVED	230	234	702	936	1,404	1,872
APPLICATIONS PROCESSED	192	195	585	780	1,170	1,560
ADMISSIONS:						
FIU	152	150	300	300	300	300
OTHER INSTITUITIONS			150	300	600	900
TOTAL	152	150	450	600	900	1,200
STUDENTS AT BEG	139	129	126	275	409	613
ADMIT THIS YEAR	152	150	450	600	900	1,200
GRADUATE THIS YEAR	152	140	288	438	655	907
ATTRITION THIS YEAR	10	13	13	28	41	61
STUDENTS AT END	129	126	275	409	613	845
PROGRAM DATA						
ARTS & SCIENCES						
% OF STUDENTS	33 %	33 %	33 %	33 %	33 %	33 %
FTE STUDENTS ENROLLED	44	44	93	140	209	289
AVERAGE ENTERING CREDITS	121	121	110	100	100	100
CREDITS/STUDENT:						
LIFE/WORK	10	20	20	20	20	20
INDEPENDENT STUDY	17	20	20	20	20	20
TRAD COURSES-FIU	23	10	10	10	5	5
TRAD COURSES-OTHER			20	30	35	35
CREDITS REQ'D BY PROGRAM	180	180	180	180	180	180
CREDIT HOURS DELIVERED:						
LIFE/WORK	336	880	1,860	2,800	4,180	5,780
INDEPENDENT STUDY	748	880	1,860	2,800	4,180	5,780
TRAD COURSES-FIU	1,012	836	930	1,400	1,045	1,445
TRAD COURSES-OTHER			1,860	4,200	7,315	10,115
TOTAL	2,596	2,596	6,510	11,200	16,720	23,120

HEALTH & SOC SERVICES						
% OF STUDENTS	62 %	62 %	60 %	55 %	52 %	50 %
FTE STUDENTS ENROLLED	83	82	169	233	330	438
AVERAGE ENTERING CREDITS	116	115	105	100	100	100
CREDITS/STUDENT:						
LIFE/WORK	34	35	25	15	15	15
INDEPENDENT STUDY	11	10	20	25	25	25
TRAD COURSES-FIU	19	20	10	10	5	5
TRAD COURSES-OTHER			20	30	35	35
CREDITS REQ'D BY PROGRAM	180	180	180	180	180	180
CREDIT HOURS DELIVERED:						
LIFE/WORK	2,822	2,870	4,225	3,495	4,950	6,570
INDEPENDENT STUDY	913	820	3,380	5,825	8,250	10,950
TRAD COURSES-FIU	1,577	1,640	1,690	2,330	1,650	2,190
TRAD COURSES-OTHER			3,380	6,990	11,550	15,330
TOTAL	5,312	5,330	12,675	18,640	26,400	35,040
OTHER PROGRAMS						
% OF STUDENTS	5 %	5 %	7 %	12 %	15 %	17 %
FTE STUDENTS ENROLLED	7	7	20	51	95	140
AVERAGE ENTERING CREDITS	119	119	110	100	100	100
CREDITS/STUDENT:						
LIFE/WORK	25	25	20	20	20	20
INDEPENDENT STUDY	15	15	20	20	20	20
TRAD COURSES-FIU	21	21	10	10	5	5
TRAD COURSES-OTHER			20	30	35	35
CREDITS REQ'D BY PROGRAM	180	180	180	180	180	180
CREDIT HOURS DELIVERED:						
LIFE/WORK	175	175	400	1,020	1,900	2,980
INDEPENDENT STUDY	105	105	400	1,020	1,900	2,980
TRAD COURSES-FIU	147	147	200	510	475	745
TRAD COURSES-OTHER			400	1,530	3,325	5,215
TOTAL	427	427	1,400	4,080	7,600	11,920

FIU/EXTERNAL DEGREE PROGRAM
FINANCIAL PLANNING MODEL
RESOURCE TIME ALLOCATION

	PROC APPSR GRADS	ADVISE ASSESS	INST-CLASS	INST IND STUDY	CLER ICAL	ADMIN	DEVELOP	UNIV ACTIV	TOTAL
DIRECTOR		20 %				35 %	35 %	10 %	100 %
ASSO DIRECTOR	20 %	40 %				30 %	10 %		100 %
SECRETARIES					100 %				100 %
COUNSELORS	50 %	50 %							100 %
FACULTY-FT	10 %	30 %	20 %	25 %				15 %	100 %
FACULTY-ADJ	5 %	50 %		45 %					100 %

FIU/EXTERNAL DEGREE PROGRAM
FINANCIAL PLANNING MODEL
STAFF RESOURCES

	74-75	75-76	76-77	77-78	78-79	79-80
DIRECTOR	1.00	1.00	1.00	1.00	1.00	1.00
ASSO DIRECTOR		1.00	1.00	1.00	1.00	1.00
SECRETARIES	1.00	1.00	5.00	8.00	12.00	16.00
COUNSELORS	1.00	1.00	3.00	4.00	6.00	9.00
FACULTY-FT	2.00	2.00	7.00	11.00	16.00	21.00
FACULTY-ADJ	51.00	51.00				

SUMMARY-ALL PROGRAMS

CREDIT HOURS DELIVERED:						
LIFE/WORK EXP	3,823	3,925	6,485	7,315	11,030	15,330
INDEPENDENT STUDY	1,746	1,805	5,640	9,645	14,330	19,710
TRAD COURSES-FIU	2,736	2,623	2,820	4,240	3,170	4,380
TRAD COURSE-OTHER			5,640	12,720	22,190	30,660
TOTAL	8,335	8,353	20,585	33,920	50,720	70,080
FTE STUDENTS	134	133	282	424	634	876
CREDITS/STUDENT:						
LIFE WORK EXP		30	23	17	17	18
INDEPENDENT STUDY		14	20	23	23	23
TRAD COURSES-FIU		20	10	10	5	5
TRAD COURSES-OTHER			20	30	35	35
ENTERING		117	107	100	100	100

FIU/EXTERNAL DEGREE PROGRAM
FINANCIAL PLANNING MODEL
FINANCIAL REPORT

	ACTUAL 74-75	75-76	76-77	77-78	78-79	79-80
REVENUE						
TUITION-CONTRACT	55,980	55,080	129,600	204,675	304,950	415,650
APPLICATION	3,450	3,510	10,530	14,040	21,060	28,080
OTHER REVENUE	8,333	6,440				
TOTAL	67,763	65,030	140,130	218,715	326,010	443,730
EXPENSE						
DIRECT:						
PERSONNEL COSTS:						
PROC APPS & GRADS	10,204	14,259	37,246	55,439	84,360	122,842
ADVISE & ASSESS	29,568	37,678	80,668	122,190	182,574	256,054
INST-CLASS	9,222	9,222	34,212	58,988	87,865	122,242
INST-IND STUDY	17,035	17,035	42,765	71,235	109,831	152,803
ADMINISTRATIVE	8,110	14,192	15,043	15,946	16,902	17,917
DEVELOPMENT	9,110	10,137	10,745	11,390	12,073	12,798
UNIV ACTIVITIES	9,233	9,233	28,115	45,344	68,658	94,607
CLERICAL	8,689	8,689	46,050	78,101	124,181	175,510
STUDENT EMPLOYMENT	1,556	2,730	2,894	3,067	3,251	3,447
TOTAL PERSONNEL COST	101,726	123,174	297,739	459,700	689,698	958,219
OTHER PERS SERV	4,862	2,730	9,400	16,879	26,331	38,027
EQUIPMENT	44	520	2,256	4,051	6,320	9,127
OPERATING EXPENSES	5,961	8,320	15,040	27,006	42,130	60,843
SUBTOTAL	112,593	134,744	324,435	507,636	764,479	1,066,216
INDIRECT						
SUPPORT COSTS(FIU)	63,248	62,776	133,104	200,128	299,248	413,472
TOTAL EXPENSES	175,841	197,520	457,539	707,764	1,063,727	1,479,688
STATE APPROPRIATION	108,078	132,490	317,409	489,049	737,717	1,035,958

LORETTO HEIGHTS COLLEGE

UWW PROGRAM

LORETTO HEIGHTS COLLEGE/UWW PROGRAM

A. Description of Program

Loretto Heights College is an independent, residential college with an enrollment of approximately 800 students. The University Without Walls(UWW) program is a program within the college, parallel to six other academic programs, and reporting to the academic dean. The UWW program has approximately 170 students enrolled at any one time during the year, and approximately 200 persons are served during a calendar year. Most students are beyond the traditional college age. There are both fulltime and parttime students in the UWW program.

To be admitted to the UWW program, students must also be admitted to the college. After enrollment, students attend an orientation and a series of learning skills workshops. They are assigned to a faculty advisor, a generalist, with whom they design their individually tailored educational programs. Specific learning contracts are then developed by each student and his or her advisor for each learning experience at the beginning of each learning segment (which approximates a 16-week semester). All learning experiences are expressed in semester credit hours. Learning experiences may include any or all of the following: 1) UWW workshops, 2) UWW service projects, 3) UWW independent field projects, 4) UWW independent reading and research, 5) UWW special group projects, 6) seminars-in-the-field, and 7) regular courses at Loretto Heights College or other colleges and universities. Based on the learning experiences contracted for at the beginning of each learning segment, resource persons, both on- and off-campus, are selected by the student, in collaboration with the advisor, to assist in the educational process. Many external resource persons are unpaid. However, some are reimbursed through the learning stipend system (see definition section).

Students enroll throughout the year and may start a learning segment at the beginning of any month except December, May, and August. A student who enters the program at the beginning of the year has a potential of three enrollments during the year, since each learning segment in which a student enrolls lasts 16 weeks. At the end of a learning segment, the student and faculty advisor evaluate the learning and prepare the learning contract for the next learning segment.

Advanced standing credit, for prior learning outside of a college setting, may be proposed by the student. This usually takes place near the end of the first learning segment. Advanced standing credit is also expressed in semester credit hours.

This learning process continues until the student has satisfactorily completed his or her degree program, met the cognitive and affective goals of the UWW program, and acquired 128 semester-hour credits. At that time, the student proposes degree review and graduation.

The UWW program also has several special projects, some of which are funded by external sources. The Competency Based Teacher Education Project (CBTE) includes 15 degree and/or teacher certification candidates in elementary, secondary and special education. The pilot project extends over a two-year period. This project is tuition-based and is not funded by external sources. It is expected that this project will be continued through 1980. The Teacher Corps/Corrections Project (TC-CP) involves inmates, ex-offenders, and non-offenders, as BA and MA degree and/or teacher certification candidates, working with incarcerated juveniles, "troubled youth", and youth services staff. Each "cycle" of Teacher Corps runs for two years and is externally funded. The Navajo Mental Health Project (NAIHS) involves the training of adult Navajo mental health technicians located throughout the Navajo reservation. They are working on individually designed field-based BA degree programs. This project is two years in length and is funded externally. The Bicentennial/Minority Scholars Project is currently a one-year project. It is partially funded by an external source. Plans are to continue all special projects, depending on funding, resources, and various approvals.

B. Definition of Terms

To explain the model output as shown at the end of this subsection the following definitions are applicable:

- Prior Year Students - This represents the details of students from the prior year who are active at the end of the prior year and will have some disposition during the current year. That is, they will either enroll for additional learning experiences and/or courses, complete a learning segment and graduate without re-enrolling, or drop out of the program.

- Active Students - This represents the number of students who enroll in one or more segments during the year and is the sum of new admissions plus already enrolled students for the current year.

- Enrollments - This represents the number of times individual students enroll, prepare a learning contract, and begin a learning segment during the year. The maximum number of enrollments for one student during a year is three. This can be seen by the enrollments-per-student statistic; the average enrollment per student is approximately 1.6.

- Credit Hours Delivered Off Campus - This represents credit for all learning experiences taking place outside of the on-campus, Loretto Heights College course work and includes independent study, workshops, field projects, courses at other colleges, etc.

- Credit Hours Delivered On Campus - This represents those courses taken by UWW students at Loretto Heights College.

- Advanced Standing - This represents the credit hours awarded to students for knowledge and competencies gained in learning experiences that have taken place prior to enrollment in UWW, outside of a college setting. They include employment experience, in-service training, non-credit courses, military training, etc.

- Learning Stipends - This represents the rebates to students to pay for their utilization of external learning resources, such as experts in the field of study they are pursuing, courses at other colleges, seminars-in-the-field, travel, or materials and supplies they may need in the completion of their learning contract plan. Learning stipends may be up to 30 percent of the off-campus portion of the tuition paid by the students.

- Tuition - UWW students pay the same tuition as other students at Loretto Heights College, both full-time and part-time (1974-75: full-time - $1,275/semester; part-time - $80/credit). For the purposes of this study only, the terms "Direct Tuition" and "Indirect Revenue" have been used. The program and the college do not make this distinction.

- Direct Tuition - This represents the tuition for credit hours contracted for off-campus learning and includes all services rendered by UWW staff. No revenue is generated for the awarding of advanced standing credit.

- Indirect Revenue- This represents revenue generated by UWW program students that accrues to the college as a whole, yet is not part of the budget of the UWW program. Included are revenues for on-campus LHC courses. However, students do not pay additionally for LHC courses. They may take any number of LHC courses within their full-time tuition payments.

- Direct Expenses - This represents those expenses that are budgeted to and controlled by the UWW program.

- Indirect Expenses - This represents those expenses which are either (1) a part of the overall college budget, yet are directly attributable to the UWW program; or, (2) as in the case of the LHC support costs, an allocation of the overall administrative costs of the college.

C. Description of Model

The primary element in the operation of the UWW program at LHC is enrollment. Enrollment is the key determinant of the amount of of effort required by faculty advisors and is the key determinant for

the generation of revenue. Therefore, enrollment is projected discretely and, in this particular model, is projected to increase at the rate of 10 percent per year beginning in 1976-1977. Based on the enrollment projections and on the projected enrollments-per-student, the total number of active students that must be maintained can be computed. In this model, a goal of increasing the enrollments-per-student from the present level of 1.6 to 2.0 has been established. This is a very vital assumption. Even though enrollments increase 10 percent from 1975-76 to 1976-77, the admissions goal, which is the number of active students minus those students from the prior year who re-enrolled, is the same as the prior year because a projected increase in enrollments-per-student is made. Had the projected enrollments-per-student remained at 1.6, the admission goal would have been 101 rather than 80. This would have provided strain on staff resources without additional revenue. Credits-per-enrollment is also projected based on past history.

The special projects are programs which currently exist; some are supported by external funds. Projected increases and continuation of these projects are largely dependent on the availability of funds. The model helps identify how much must be raised to continue these special projects. In the case of the Teacher Corps/Corrections Project and the Navajo Mental Health Project, other agencies administer other portions of the projects' budgets. These are not reflected in this model.

Staff resources are projected independent of the enrollment projections. This particular program utilizes quarter-time and half-time faculty advisors and has a very high utilization rate of its resources. As the program grows and data is captured and refined, it is likely that formulas can be developed for projecting the optimum number of faculty advisors, at current or refined utilization rates.

The financial report is separated into two sections. The first section identifies, in detail, the cost for the UWW core program as well as the cost of each of the special projects. The second section summarizes these costs and projects the revenues associated with the UWW program to arrive at a statement of income and expenses.

In the UWW core program cost, personnel costs are allocated according to the functions that are performed by the individual personnel based on the percentages shown in the resource time allocation. As these percentages are refined, this method of presentation will enable management to restructure the cost of the educational program if it appears necessary. Learning stipends, as well as the other program costs, are a function of the number of students enrolled. Indirect costs include those costs which are associated with UWW program, students, and personnel, yet are not charged to or controlled by the management of the UWW program.

The costs shown for the special projects represent the budgets administered by Loretto Heights College, which have been approved by

the funding agency for the current year. The projected costs are a function of the number of students to be enrolled for ensuing years on the assumption that funding can be obtained to continue the projects.

The revenue and expense statement brings together all of the costs associated with the UWW program and summarizes them into direct and indirect categories. Additionally, direct and indirect revenue is shown, describing the financial impact of the UWW program on the college.

D. General Description of Assumptions Inherent in Model

Enrollment

- Enrollments will increase at the rate of 10 percent per year after 1975-76.
- Enrollments-per-student will increase from 1.6 to 2.0 by 1977-78.

Special Projects

- Existing grants for special projects will continue at the increased levels projected or alternative funding sources will be found.

Staff Resources

- The discrete projections of increases in staff resources will accommodate the increase in enrollments.

Revenue and Expenditures

- Tuition will increase at a rate of 5 percent per year.
- Salaries will increase at a rate of 5 percent per year.
- Inflation will impact on other costs at a rate of 6 percent per year.
- The per-student indirect cost factor will remain constant.

LORETTO HEIGHTS COLLEGE-UWW PROGRAM
FINANCIAL PLANNING MODEL
STATISTICAL REPORT

	ACTUAL 74-75	75-76	76-77	77-78	78-79	79-80
UWW CORE						
PRIOR YEAR STUDENTS:						
ENROLL CURRENT YEAR	85	89	85	83	84	97
GRADUATE A/O ENROLLING	18	20	19	19	18	21
NOT ACTIVE CURRENT YEAR	6	7	7	7	6	8
TOTAL	109	116	111	109	108	126
ADMISSIONS	86	80	80	80	96	101
ACTIVE STUDENTS	171	169	165	163	180	198
ENROLLMENTS:						
FULLTIME	183	180	198	218	240	264
PARTTIME	85	90	99	109	120	132
TOTAL	268	270	297	327	350	395
CREDIT HOURS DELIVERED:						
OFF-CAMPUS	3,446	3,428	3,771	4,148	4,563	5,019
ON-CAMPUS	419	424	466	513	564	620
TOTAL CREDITS	3,865	3,852	4,237	4,661	5,127	5,640
ADVANCE STANDING	1,916	1,690	1,444	1,223	1,350	1,485
TOTAL CREDITS	5,781	5,542	5,681	5,883	6,477	7,125
GRADUATES	74	78	74	73	72	84
STATISTICS:						
ENROLLMENTS-STUDENT	1.6	1.6	1.8	2.0	2.0	2.0
CREDITS/ENROLLMENT:						
FULLTIME	17.7	17.7	17.7	17.7	17.7	17.7
PARTTIME	7.4	7.4	7.4	7.4	7.4	7.4
CREDITS-ENROLLMENT:						
OFF-CAMPUS	12.9	12.7	12.7	12.7	12.7	12.7
ON-CAMPUS	1.6	1.6	1.6	1.6	1.6	1.6
ADVANCED STANDING:						
% OF STUDENTS AWARDED	24.6 %	25.0 %	25.0 %	25.0 %	25.0 %	25.0 %
CREDITS/STUDENT	45.6	40.0	35.0	30.0	30.0	30.0
-CPTE PROGRAM- (INCLUDED ABOVE)						
STUDENTS		15	20	40	50	60
CREDITS DELIVERED		225	400	1,000	1,250	1,500
CREDITS-STUDENT		15.0	20.0	25.0	25.0	25.0
GRADUATES		8	10	20	25	30

TC-Cr

STUDENTS	17	13	13	15	15	15
CREDIT HOURS DELIVERED	648	495	495	572	572	572
CREDITS/STUDENT	38.1	38.1	38.1	38.1	38.1	38.1
GRADUATES	6	0	4	10	4	12

MATHS

STUDENTS	14	17	20	25	30	35
CREDITS DELIVERED:						
SPONSORED CREDITS	208	255	300	375	450	525
ADVANCED STANDING	736	510	600	750	900	1,050
CREDITS/STUDENT:						
SPONSORED	14.9	15.0	15.0	15.0	15.0	15.0
ADVANCED STANDING	52.6	30.0	30.0	30.0	30.0	30.0
GRADUATES		13	2	15	19	23

SICEM-MINORITY SCHOLARS

STUDENTS		5	3	10	6	15
CREDITS DELIVERED:						
SPONSORED CREDITS		180	108	360	216	540
ADVANCED STANDING		90	54	180	108	270
CREDITS*STUDENT:						
SPONSORED CREDITS		36.0	36.0	36.0	36.0	36.0
ADVANCED STANDING		18.0	18.0	18.0	18.0	18.0
GRADUATES		2	3	4	6	6

SUMMARY-ALL PROGRAMS

TOTAL STUDENTS	202	204	201	213	231	263
TOTAL SPONSORED CREDITS	4,721	4,782	5,141	5,967	6,365	7,276
TOTAL ADVANCED STANDING	2,652	2,290	2,098	2,153	2,359	2,805
TOTAL CREDITS	7,373	7,072	7,239	8,120	8,723	10,081
TOTAL GRADUATES	80	102	93	102	101	125

LORETTO HEIGHTS COLLEGIUM PROGRAM
FINANCIAL PLANNING MODEL
STAFF RESOURCES

	ACTUAL 74-75	75-76	76-77	77-78	78-79	79-80
CORE						
DIRECTOR	1.00	1.00	1.00	1.00	1.00	1.00
COORDINATOR-#1	1.00	1.00	1.00	1.50	1.50	2.00
COORDINATOR-#2	1.00	1.00	1.00	1.00	1.00	1.00
FACULTY ADVISOR-FT	1.50	1.50	2.50	2.75	3.00	3.25
FACULTY ADVISOR-PT	1.75	1.75	1.75	1.75	2.00	2.00
CLERICAL	1.00	1.00	1.00	1.50	1.50	2.00
CETE COORDINATOR	.50	.50	1.00	2.00	2.50	3.00
IC-CP						
COORDINATOR	1.00	2.00	2.00	2.00	2.00	2.00
CLERICAL	1.00	1.50	1.50	1.50	1.50	1.50
MAINS						
COORDINATOR	.50	.50	.50	.50	.50	.50
FIELD ADVISOR		1.00	1.00	1.00	1.00	1.00
CLERICAL	.50	.50	.50	.50	.50	.50
BICENTENNIAL						
COORDINATOR		.25	.25	.50	.50	.50

LORETTO HEIGHTS COLLEGE/UMW PROGRAM
FINANCIAL PLANNING MODEL
RESOURCE TIME ALLOCATION

	PLAN & DEVELOP	ADM & MANAGE	COMMUNI CATIONS	LEARN ASSESS	ADVISE	INST	TRAIN	RES & EVALU	TOTAL
UMW CORE									
DIRECTOR	30 %	30 %	10 %	15 %	1 %		4 %	10 %	100 %
COORDINATOR-#1	30 %	30 %	10 %	15 %	1 %		4 %	10 %	100 %
COORDINATOR-#2	15 %	5 %	50 %	10 %	1 %		9 %	10 %	100 %
FACULTY ADVISOR-FT	10 %			15 %	75 %				100 %
FACULTY ADVISOR-PT	10 %			15 %	75 %				100 %
CLERICAL	5 %	75 %	20 %						100 %
CNTS COORDINATOR	5 %	5 %	5 %	15 %	50 %	15 %		5 %	100 %
MC-CP									
COORDINATOR	30 %	30 %	10 %	15 %	1 %		4 %	10 %	100 %
CLERICAL	5 %	75 %	20 %						100 %
MAINS									
COORDINATOR	15 %	30 %	10 %	15 %	15 %		10 %	5 %	100 %
FIELD ADVISOR	10 %		15 %	20 %	30 %	15 %	10 %		100 %
CLERICAL	5 %	75 %	20 %						100 %
BICENTENNIAL									
COORDINATOR	5 %	5 %	15 %	15 %	60 %				100 %

LORETTO HEIGHTS COLLEGE-UWW PROGRAM
FINANCIAL PLANNING MODEL
FINANCIAL REPORT

	ACTUAL 74-75	75-76	76-77	77-78	78-79	79-80
PROGRAM COSTS						
UWW CORE						
PERSONNEL:						
PLANNING & DEVELOP	13,454	14,127	16,963	21,418	23,580	29,322
ADMIN & MANAGE	12,413	13,033	14,041	19,954	21,345	27,745
COMMUNICATIONS	8,937	9,384	10,209	12,808	13,941	16,423
LEARNING ASSESS	11,275	11,839	16,160	21,034	24,311	28,771
ADVISING	30,722	32,258	50,736	64,322	76,701	88,503
INSTRUCTION	970	1,018	2,138	4,480	5,892	7,424
TRAINING	1,935	2,032	2,134	2,540	2,667	3,130
RESEARCH & EVALUATE	3,587	3,746	3,954	4,900	5,145	6,227
TOTAL PERSONNEL COST	83,293	87,458	116,336	151,465	173,482	206,636
OTHER PROGRAM COSTS:						
LEARNING STIPENDS	27,637	27,405	30,244	33,269	36,596	40,255
GENERAL EXPENSES	7,187	7,618	8,075	8,560	9,073	9,618
STUDENT EMPLOYMENT	3,548	3,761	3,987	4,226	4,479	4,748
TOTAL OTHER COSTS	38,372	38,874	42,306	46,054	50,148	54,621
TOTAL DIRECT COSTS	121,665	126,332	158,642	197,519	223,630	261,257
INDIRECT COSTS						
FRINGE BENEFITS	16,659	17,492	23,267	30,293	34,696	41,327
FINANCIAL AID	8,230	20,800	20,800	20,800	20,800	20,800
LHC COURSE COSTS	17,123	18,674	21,568	24,911	28,772	33,232
TOTAL SUPPORT COSTS	42,111	56,965	65,635	76,004	84,269	95,359
TOTAL COSTS	163,776	183,297	224,278	273,523	307,900	356,616

IC-CP

PERSONNEL	20,350	30,270	41,234	43,295	45,460	47,733
CONTRACT INSTRUC SERVICES	17,398	19,654	19,773	20,959	22,217	23,550
FRINGE BENEFITS	4,070	7,854	8,247	8,659	9,092	9,547
GENERAL EXPENSES	13,968	14,806	15,694	16,636	17,634	18,692
OTHER COSTS	2,387	2,530	2,682	2,843	3,014	3,194
TOTAL COSTS	58,373	83,114	87,630	92,393	97,417	102,716

NAIHS

PERSONNEL	5,099	24,454	25,677	26,960	28,309	29,724
FRINGE BENEFITS	1,020	4,891	5,135	5,392	5,662	5,945
OTHER INSTRUCTION	6,600	6,600	8,800	11,000	13,200	15,400
TRAVEL	9,400	9,400	12,540	15,675	18,810	21,945
OTHER COSTS	2,390	2,390	3,180	3,975	4,770	5,565
TOTAL COSTS	24,509	47,735	55,332	63,003	70,750	78,579

BICENTENNIAL

PERSONNEL		938	938	3,750	3,938	4,134
FRINGE BENEFITS		188	188	750	788	827
LEARNING STIPENDS		4,000	2,000	8,000	4,800	12,000
OTHER INSTRUCTION		400	200	2,050	1,770	4,425
ADMIN SALARIES		2,900	1,500	1,575	1,654	1,736
INST SUPPORT		5,550	2,775			
OTHER COSTS		810	380	1,200	720	1,800
TOTAL COSTS		14,875	7,980	18,225	13,669	24,923

REVENUE

DIRECT:						
TUITION	253,966	272,520	314,760	363,548	419,898	484,982
GRANTS:						
TC-CP	63,043	80,763	94,640	99,784	105,210	110,934
NAIHS	33,087	64,442	74,698	85,053	95,513	106,081
BICENTENNIAL		9,675	4,850	18,225	13,669	24,923
OTHER REVENUE	9,338	7,800	7,800	7,800	7,800	7,800
TOTAL DIRECT REVENUE	359,334	444,200	496,748	574,411	642,090	734,720
INDIRECT:						
TUITION-LHC COURSES	30,868	33,682	38,903	44,933	51,898	59,942
APPLICATION FEES	1,290	1,200	1,200	1,200	1,440	1,515
ACTIVITY FEES	3,350	3,375	3,713	4,084	4,492	4,941
TOTAL INDIRECT REVENUE	35,508	38,257	43,815	50,217	57,830	66,398
TOTAL REVENUE	394,841	482,457	540,564	624,627	699,919	801,118

EXPENSES

DIRECT:						
PERSONNEL	108,742	152,119	184,184	225,471	251,188	288,227
FRINGE BENEFITS-GRANTS	5,090	12,932	13,570	14,807	15,541	16,318
LEARNING STIPENDS	27,637	31,495	32,244	41,769	41,396	52,255
OTHER INSTRUCTION	24,198	25,654	28,773	34,900	37,187	43,375
GENERAL EXPENSES	30,555	31,824	36,310	40,871	45,518	50,255
STUDENT EMPLOYMENT	3,548	3,761	3,987	4,226	4,470	4,748
OTHER COSTS	4,777	5,730	6,242	8,018	8,504	10,559
TOTAL DIRECT EXPENSES	204,547	263,516	305,309	369,565	403,812	465,738
INDIRECT:						
FRINGE BENEFITS-LHC	16,659	17,402	23,267	30,293	34,696	41,327
FINANCIAL AID	9,330	20,800	20,800	20,800	20,800	20,800
LHC COURSE COSTS	17,123	18,674	21,568	24,911	29,772	33,232
LHC SUPPORT COSTS	127,296	134,934	143,030	151,612	160,708	170,351
TOTAL INDIRECT EXPENSES	169,407	191,800	208,665	227,616	244,977	265,710
TOTAL EXPENSES	373,954	455,414	513,974	597,180	648,789	731,448
NET INCOME(LOSS)	20,887	27,043	26,590	27,447	51,130	69,670

URBAN REGIONAL LEARNING CENTER

A. Description of Program

The Urban Regional Learning Center (URLC) is a part of the Union for Experimenting Colleges and Universities (UECU). UECU is an association of approximately 30 learning programs in various colleges and universities throughout the country providing higher education for students outside of the traditional environment of the university of college with which the program is affiliated. UECU also operates its own educational programs as evidenced by the URLC. Therefore, URLC is not affiliated with any other college or university and is an independent, self-contained unit. The degree given to graduates of URLC is either the UECU degree or, for Masters graduates, the degree of the sponsoring institution.

URLC presently offers five levels of education, i.e., high school, junior college, baccalaureate, masters, and doctorate. The high school program, in conjunction with the Baltimore City Public School System, offers nontraditional education to a small number of high school students. The high school program is presently funded by an external source, but in the future it will be funded through tuition supported by financial aid.

The junior college program is a subset of the baccalaureate or undergraduate program, in that those students who are enrolled in the undergraduate program may, by satisfying the requirements of a local community college, obtain an associate of arts degree from that college enroute to their baccalaureate degree. (Students do not enroll specifically to obtain only the associate of arts degree.) The undergraduate program is the largest program and is the core of URLC. Students are offered education through a contracted learning system in a variety of degree areas.

The present masters program is operated in cooperation with Antioch College, through which the Master of Arts degree is given. This program is scheduled to phase out during 1976-77, and those students desiring to enroll in a masters program will do so through a centralized masters program with UECU when it is developed. The PhD program is operated as a part of the Union Graduate School of UECU and will be centralized with UECU shortly.

Students interested in admission to URLC first attend an open admissions workshop where students, faculty, and staff describe the Center as it has developed and respond to questions raised by those in attendance. Following the workshop discussion, those interested in pursuing enrollment in URLC meet with a faculty advisor or coordinator from the component in which (high school, undergraduate, etc.) they are interested.

Those students wishing to enroll in URLC after counseling are admitted by consensus of an admissions committee after a determination that the student's best interests are served by admission to URLC. Students are then assigned to a part-time faculty advisor who has skills in the particular area of study to be pursued by the student. This adjunct faculty advisor and the student design an educational plan that includes independent study, internships, traditional course work, and a major project which must be completed prior to graduation. Throughout the students' learning program, information conferences (colloquia) are held where students from all components within the URLC meet to share experiences, exchange resource information, evaluate proposed learning plans, and help each other. These colloquia are held four times a year.

The educational plan is not converted to credit hours or some other form of measure that can be readily related to traditional environments. The contract plan seeks to achieve a level of learning which will equate to education received in a traditional environment that measures progress by the credit hour approach. Students can be admitted at any time during the academic year and accordingly graduate at any time. Tuition is assessed quarterly for students enrolled in the program. Therefore, the basic statistical measurement is an enrollment, however; an enrollment does not imply the attainment of a certain level of achievement.

Though some of the specific learning methods may differ, the above process is representative of all five components.

B. Definition of Terms

To fully understand the concept of the model output as shown at the end of this subsection the following definitions are applicable:

- Prior year students - This represents those students from the prior academic year who are available for enrollment in the current academic year. It is separated into two categories, those who actually enroll in the current year and those who drop out without re-enrolling.

- Students register - This represents all students who are admitted to URLC during the academic year.

- Active students - This represents the total of students from the prior year who re-enroll and students admitted during the current year.

- Enrollments - This represents the number of times during the academic year that active students will re-enroll and pay tuition for the next period. An enrollment period is one quarter of a year. The maximum number of enrollments per year is four per student; however, the average would be less.

- AA degree candidates - This represents the number of students enrolled in the undergraduate program who are also seeking to obtain an associate of arts degree through a local community college.

C. Description of Model

The key elements in the URLC financial planning model are active students and enrollments. Enrollments are the determinant of the amount of revenue available to the URLC for its operations. To achieve these enrollments a certain level of active students must be maintained. In this model the total number of active students is a discrete projection, and enrollments are projected as a function of the number of enrollments per student for prior year students, plus a number of enrollments per student for students registered in the current year. Students registered or admitted to the program are the number of active students projected for the program, less those students who can be expected to re-enroll from the prior year. Re-enrollment from the prior year is dependent upon the rate of retention that can be achieved in the program. By improving the rate of retention, the recruiting goals can be decreased. The Masters and PhD programs operate on a similar basis.

Staff resources other than part-time faculty advisors and adjunct faculty are projected independent of the enrollment projections. The faculty advisors and adjunct faculty are a direct function of the number of enrollments.

The financial report is separated into two sections. The first section identifies, in detail, the resource cost for each of the URLC programs. The second section presents the revenues and expenditures associated with all of the programs of URLC in the form of a revenue and expenditures statement.

Program resource costs are allocated according to the processes that are performed by the individual personnel based on the percentages shown in the resource time allocation. As these percentages are refined, this method of presentation will enable management to restructure the price of the educational program if it appears necessary. The total program resource cost projected represents the number of resource persons times their respective salary or compensation rates.

The revenue and expense statement presents all of the revenue and expenses of the URLC. Tuition is computed on the basis of the number of enrollments projected. Colloquium revenue is the amount charged to students for each of the colloquia held four times a year. Grants are those external sources of funds that are currently available.

Resource cost is a summary of the program resource costs for all programs. Fringe benefits are a function of the staff resources costs. Except for rent and telephone expenses, the remainder of the expenses

are variable with the number of enrollments or active students in the program.

D. General Description of Assumptions Inherent in Model

Enrollment

- The number of active students will increase from 125 in 1975-76 to 200 in 1979-80.
- With this increase in enrollments, the retention rate of students will remain the same.
- The Masters program will discontinue as a part of URLC after 1976-77, and the PhD program will discontinue after 1975-76.

Staff Resources

- Full-time faculty discretely projected will be adequate to accommodate the increase in enrollment.

Revenue and Expenditures

- Tuition will increase from $210 per enrollment in 1975-76 to $500 per enrollment in 1976-77.
- Outside financial aid sources, principally NDSL loans and BEOG, will pick up part of tuition increases.
- Salaries will increase at a rate of 5 percent per year.
- Fringe benefit rate will increase from 6 percent in 1975-76 to 22 and 16 percent in 1976-77 for professional staff and supportive staff respectively.
- Inflation will impact on other costs at a rate of 6 percent per year.

URBAN REGIONAL LEARNING CENTER
FINANCIAL PLANNING MODEL
STATISTICAL REPORT

	ACTUAL 74-75	75-76	76-77	77-78	78-79	79-80
UNDERGRADUATE						
PRIOR YEAR STUDENTS*						
ENROLL CURRENT YEAR	49	81	81	110	110	121
NOT ACTIVE CURRENT YEAR	50	31	32	43	43	47
TOTAL	99	112	113	153	153	168
APPLICATIONS RECEIVED	141	86	164	117	146	154
APPLICATIONS ACCEPTED	93	57	109	78	98	103
STUDENTS REGISTERED	71	44	84	60	75	79
ACTIVE STUDENTS	120	125	165	170	185	200
ENROLLMENTS	289	331	411	450	480	521
AA DEGREE CANDIDATES	12	13	17	17	19	20
GRADUATES	8	12	12	17	17	18
HIGH SCHOOL						
APPLICATIONS RECEIVED	500	201	250	250	250	250
STUDENTS	19	15	18	18	18	18
MASTERS						
APPLICATIONS RECEIVED	25					
APPLICATIONS ACCEPTED	20					
STUDENTS	17	15	15			
ENROLLMENTS	68	60	30			
GRADUATES			15			
PHD						
APPLICATIONS RECEIVED	41	26				
APPLICATIONS ACCEPTED	32	24				
STUDENTS	16	40				
ENROLLMENTS	64	124				
GRADUATES		14				

URBAN REGIONAL LEARNING CENTER
FINANCIAL PLANNING MODEL
STAFF RESOURCES

	ACTUAL 74-75	75-76	76-77	77-78	78-79	79-80
UNDERGRADUATE						
DIRECTOR	1.00	1.00	1.00	1.00	1.00	1.00
ADMIN ASST	1.00	.50	1.00	1.00	1.00	1.00
FACULTY ADVISOR-FT	2.00	2.00	3.00	3.00	3.00	3.00
FACULTY ADVISOR-PT(BA)	60.25	69.75	85.75	95.50	101.00	110.25
FACULTY ADVISOR-PT(AA)	4.00	4.00	4.00	4.00	4.00	4.00
CLERICAL	2.00	2.00	2.00	2.00	2.00	2.00
HIGH SCHOOL						
COORDINATOR	.50	.50	1.00	1.00	1.00	1.00
MASTERS						
COORDINATOR	.50	.50	.25			
ADJUNCT FACULTY	12.00	12.00	6.00			
PHD						
COORDINATOR	1.00	1.00				
ADJUNCT FACULTY	5.00	6.00				

URBAN REGIONAL LEARNING CENTER
FINANCIAL PLANNING MODEL
RESOURCE TIME ALLOCATION

	ADMIT	ASSESS	ADVISE	INST DEVELOP	ADMIN	TOTAL
UNDERGRADUATE						
DIRECTOR		5 %	5 %	5 %	35 %	50 %	100 %
ADMIN ASST						100 %	100 %
FACULTY ADVISOR-FT	7 %	10 %	35 %	3 %	20 %	25 %	100 %
FACULTY ADVISOR-PT(BA)		10 %	90 %				100 %
FACULTY ADVISOR-PT(AA)		10 %	90 %				100 %
CLERICAL						100 %	100 %
HIGH SCHOOL						
COORDINATOR		10 %	80 %		5 %	5 %	100 %
MASTERS						
COORDINATOR		10 %	80 %		5 %	5 %	100 %
ADJUNCT FACULTY		10 %	90 %				100 %
PHD						
COORDINATOR		10 %	50 %		15 %	25 %	100 %
ADJUNCT FACULTY		10 %	90 %				100 %

URBAN REGIONAL LEARNING CENTER
FINANCIAL PLANNING MODEL
FINANCIAL REPORT

	ACTUAL 74-75	75-76	76-77	77-78	78-79	79-80
PROGRAM RESOURCE COST						
UNDERGRADUATE						
ADMISSIONS	2,195	2,195	3,489	3,699	3,921	4,156
ASSESSMENT	5,000	6,230	8,478	9,054	9,569	10,183
ADVISING	26,668	28,428	37,859	40,744	42,931	45,865
INSTRUCTION	2,191	2,241	2,873	3,046	3,229	3,422
DEVELOPMENT	15,020	15,370	19,615	20,792	22,040	23,362
ADMINISTRATIVE	46,338	43,200	55,842	59,193	62,744	66,509
TOTAL	98,400	97,663	128,157	136,527	144,433	153,497
HIGH SCHOOL						
ASSESSMENT	650	650	1,378	1,461	1,548	1,641
ADVISING	5,200	5,200	11,024	11,685	12,387	13,130
DEVELOPMENT	325	325	689	730	774	821
ADMINISTRATIVE	325	325	689	730	774	821
TOTAL	6,500	6,500	13,780	14,607	15,483	16,412
MASTERS						
ASSESSMENT	1,160	1,280	700			
ADVISING	9,580	10,460	5,870			
DEVELOPMENT	430	430	215			
ADMINISTRATIVE	430	430	215			
TOTAL	11,600	12,800	7,000			
PHD						
ASSESSMENT	2,850	3,210				
ADVISING	14,250	17,490				
DEVELOPMENT	4,275	4,275				
ADMINISTRATIVE	7,125	7,125				
TOTAL	28,500	32,100				
TOTAL RESOURCE COSTS	145,000	149,063	148,937	151,134	159,916	169,909

STATEMENT OF REVENUES
AND EXPENSES

REVENUE						
TUITION:						
HIGH SCHOOL		4,200	19,800	19,800	19,800	19,800
UNDERGRADUATE	57,800	66,200	205,500	225,000	240,000	260,500
MASTERS	17,680	15,600	7,800			
PHD	38,400	76,400				
TOTAL TUITION	113,880	162,400	233,100	244,800	259,800	280,300
COLLOQUIA	4,210	5,150	4,410	4,500	4,800	5,210
GRANTS:						
HIGH SCHOOL	8,000	19,900				
TEACHER CORP	36,460	2,150				
SPECIAL SERVICES	43,700	5,000				
CORRECTIONS DIVISION	16,300					
APPLICATION FEES	1,410	860	4,100	2,925	3,650	3,850
TOTAL REVENUE	223,960	195,460	241,610	252,225	268,250	289,360
EXPENSES						
RESOURCE:						
STAFF	125,950	123,313	125,087	128,034	135,716	143,859
ADJUNCT	19,050	25,750	23,850	23,100	24,200	26,050
FRINGE BENEFITS	7,557	7,309	25,017	25,607	27,143	28,772
FINIANCIAL AID	25,200	12,600	11,220	11,560	12,580	13,600
EDUCATIONAL SERVICES	10,708	12,162	9,522	9,990	10,890	11,652
UECU ASSESSMENT	18,600	23,500	23,310	24,480	25,980	28,030
SUPPLIES	4,900	5,000	5,300	5,618	5,955	6,312
RENT & TELEPHONE	2,590	5,200	5,512	5,843	6,193	6,565
TRAVEL	4,800	2,500	2,650	2,809	2,978	3,156
OTHER EXPENSES	8,000	6,500	6,890	7,303	7,742	8,206
TOTAL EXPENSES	227,355	223,923	238,358	244,344	259,377	276,203
NET INCOME(LOSS)	(3,395)	(28,463)	3,252	7,881	8,873	13,157

CENTRAL MICHIGAN UNIVERSITY - THE INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT

A. Description of Program

Central Michigan University is a medium-sized public institution with an enrollment of approximately 15,000 students. The Institute for Personal and Career Development (IPCD) was organized as a separate administrative unit under academic control of the Central Michigan University, yet is operationally and financially independent. This arrangement permits IPCD to extend beyond the state boundaries as well as operate within the state. IPCD does, however, utilize a large number of the resources of Central Michigan University.

IPCD is organized into a central office administration plus eight program centers. Of the eight program centers, seven are geographically oriented, and the other one is functionally oriented and administered from the central office.

Typically, IPCD delivers traditional education to those students who have limited access to the traditional forms of higher education. Programs are offered at military bases, industrial locations, government facilities, etc., located throughout the country. These various programs are regionalized and administered by one of the program centers. Most of the programs offer graduate level education; however, there are several undergraduate programs in place at present and the future growth of IPCD is directed toward the undergraduate programs.

Through the initiative of an external agency or corporation and efforts by IPCD, a specific educational need is identified that cannot be met easily through traditional means. IPCD will develop a program to meet these needs and provide all curriculum, instructional personnel, and administrative services for the program. A course offering is developed to be given at night, on weekends, in concentrated extended sessions, etc. The instruction is given by academic personnel from nearby colleges and universities or qualified professionals from local industry and government. The sponsoring agency or company generally provides the facilities for holding classes.

The functionally oriented program center is the Individualized Degree Program. This program is administered centrally and provides education through several nontraditional means, such as independent projects, on-the-job-training, correspondence courses, learning contracts, etc.

Students are admitted to IPCD based upon the capability of IPCD to serve their specific educational goals and needs. Students may be awarded developmental experience credit for previous learning experiences outside of a college or university. All education delivered by IPCD is expressed in semester credit hours.

The academic activities and programs of IPCD are monitored by academic committees within Central Michigan University. The Central Michigan University degree is granted to all graduates of IPCD.

IPCD relies heavily on the administrative and support services of Central Michigan University; and because IPCD is financially independent of Central Michigan University, IPCD reimburses CMU for these administrative, support, and academic services. This reimbursement is based on a specified percentage of direct costs incurred by IPCD. The rate was determined by a formal cost allocation study.

B. Definition of Terms

To explain the concept of the model output as shown at the end of this subsection, the following definitions are applicable:

- Students (Active) - This represents a computed number based on the number of enrollments divided by an estimated number enrollments per student. Because of current data-gathering limitations, the actual number of students is difficult to obtain.

- Enrollments - This represents one student registering for one course, which is typically a three-hour course.

- Enrollments per Student - This represents an assumed value, which is the number of times per year a student enrolls in individual courses offered.

- Instruction Personnel - This represents the number of units of instruction required by adjunct faculty to teach the courses offered. One instruction unit equals one course.

- Advising (hours) - This represents the hours of advising provided to students by part-time advisors. These advisors are compensated on an hourly basis, therefore, advising is projected as a specified number of hours per enrollment.

C. Description of Model

The financial planning model for IPCD is organized to project the statistical and financial data for each program center (both geographic and programmatic). The program centers are then summarized to identify the statistical magnitude of the academic programs and the financial impact of these programs. Finally, a revenue and expense statement for the entire organization is projected, which includes the program center financial data plus the administrative revenues and cost.

The key element in the IPCD financial planning model is credit hours. Based on the projected credit hours and an expected average

attendance, the number of course offerings can be computed. Also based on the number of credit hours, the number of enrollments necessary to support those credit hours can be computed assuming three credit hours per enrollment.

Administrative and other personnel are projected independent of the credit hour projections. Instruction and advising personnel are related directly to courses offered or enrollments. Compensation rates for instructional personnel include the fee for teaching the courses plus travel and other personal expenses reimbursed to the faculty member.

The program center financial data includes the tuition revenue generated by that specific program at the IPCD tuition rate times projected credit hours. Other direct expenses are a function of tuition revenue. A net contribution of that program center is projected for that center to illustrate whether or not it is covering its direct cost.

The revenue and expense statement shows all of the revenues generated by the program centers, as well as other revenues generated through the central administration such as developmental experience revenue and application fee revenue.

The expenses are broken down into four categories. First, all of the expenses associated with program centers are projected. Secondly, the expenses of administering IPCD are projected. This category includes central administration, evaluation, administrative services, admissions, etc. The third item is curriculum development, which includes developing learning packages, maintenance of these learning packages, and upgrading materials used in IPCD courses. Finally, the cost of library services is projected.

Indirect costs (CMU), as previously stated, represent a reimbursement to Central Michigan University for support services in the areas of administration, admissions, registrar, accounting, and academic support. It is based on a percentage of direct costs of IPCD.

D. General Description of Assumptions Inherent in Model

Enrollment

- Credit hours will increase at the rates used for each program center.
- The average attendance increases projected will materialize.

Staff Resources

- IPCD will continue to use adjunct faculty for all instruction.

Revenues and Expenditures

- The base tuition rate will increase from $60 per credit hour in 1975-76 to $70 per credit hour in 1979-80.
- Salaries will increase at a rate of 5 percent per year.
- Inflation will impact on other costs at a rate of 6 percent per year.
- The overhead rate for indirect costs will remain the same.

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/CMU
FINANCIAL PLANNING MODEL
REGION 1

	74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT						
GRADUATE:						
STUDENTS(ACTIVE)	934	977	833	958	1,100	1,267
ENROLLMENTS	2,801	2,930	2,500	2,875	3,300	3,800
ENROLL/STU	3.0	3.0	3.0	3.0	3.0	3.0
COURSES:						
# OFFERED	97	132	100	115	132	152
AVG ATTEND	28.9	22.2	25.0	25.0	25.0	25.0
CREDIT HOURS	8,403	8,798	7,478	8,600	9,890	11,374
PERSONNEL						
ADMIN	3.8	3.8	4.0	4.0	4.5	5.0
GRADUATE						
INSTRUCTION	97	132	100	115	132	152
ADVISING(HOURS)	395	1,905	1,625	1,869	2,145	2,470
OTHER		3.5	3.5	4.0	4.0	4.0
FINANCIAL						
TUITION REVENUE	299,231	329,925	280,436	344,002	395,602	511,810
EXPENSES						
ADMIN:						
PERSONNEL	28,613	28,500	31,920	33,516	39,591	46,189
OTHER DIRECT	3,151	3,299	2,804	3,440	3,956	5,118
SUBTOTAL	31,764	31,799	34,724	36,956	43,547	51,307
GRADUATE:						
INSTRUCTION	66,736	103,224	82,110	99,148	119,495	144,480
ADVISING	3,950	10,045	16,250	18,688	21,450	24,700
OTHER PERSONNEL		25,550	26,828	32,193	33,803	35,493
OTHER DIRECT	34,662	36,292	30,848	37,840	43,516	56,299
SUBTOTAL	105,348	184,111	156,035	187,869	218,264	260,972
INDIRECT COSTS(CMU)	33,867	53,330	47,118	55,532	64,667	77,133
TOTAL EXPENSES	170,979	269,240	237,878	280,356	326,478	389,412
NET CONTRIBUTION	144,134	60,685	42,559	63,646	69,125	122,398

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/CMU
FINANCIAL PLANNING MODEL
REGION 2

	74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT						
GRADUATE:						
STUDENTS(ACTIVE)	446	469	565	675	742	817
ENROLLMENTS	1,397	1,404	1,694	2,025	2,225	2,450
ENROLL/STU	3.0	3.0	3.0	3.0	3.0	3.0
COURSES:						
# OFFERED	71	72	77	81	89	98
AVG ATTEND	19.7	19.5	22.0	25.0	25.0	25.0
CREDIT HOURS	4,191	4,215	5,058	6,070	6,677	7,344
UNDERGRAD:						
STUDENTS(ACTIVE)	173	116	138	154	167	183
ENROLLMENTS	345	347	414	462	500	550
ENROLL/STU	2.0	3.0	3.0	3.0	3.0	3.0
COURSES:						
# OFFERED	21	21	23	21	20	22
AVG ATTEND	16.4	16.5	18.0	22.0	25.0	25.0
CREDIT HOURS	1,035	1,041	1,249	1,374	1,512	1,663
PERSONNEL						
ADMIN	1.5	2.0	2.5	2.5	3.0	3.0
GRADUATE						
INSTRUCTION	71	72	77	81	89	98
ADVISING(HOURS)	900	786	949	1,134	1,246	1,372
OTHER	1.5	1.5	1.5	2.0	2.0	2.0
UNDERGRADUATE						
INSTRUCTION	21	21	23	21	20	22
ADVISING(HOURS)	600	479	571	638	600	750
OTHER	.8	1.0	1.5	2.0	2.0	2.5
FINANCIAL						
TUITION REVENUE						
GRADUATE	211,365	252,900	303,480	394,524	433,976	514,095
UNDERGRADUATE	74,880	62,460	74,952	89,318	98,250	116,388
TOTAL REVENUE	286,245	315,360	378,432	483,842	532,226	630,483
EXPENSES						
ADMIN:						
PERSONNEL	17,250	25,580	33,574	35,252	44,418	46,630
OTHER DIRECT	5,551	12,614	15,137	19,354	21,289	25,210
SUBTOTAL	22,801	38,194	48,711	54,606	65,707	71,858
GRADUATE:						
INSTRUCTION	78,171	97,488	109,471	120,916	139,501	161,278
ADVISING	9,000	7,862	9,486	11,340	12,460	13,720
OTHER PERSONNEL	17,250	18,210	19,121	26,769	28,107	29,512
OTHER DIRECT	8,455	10,116	12,139	15,781	17,359	20,864
SUBTOTAL	112,876	133,676	150,217	174,805	197,427	225,384
UNDERGRADUATE:						
INSTRUCTION	38,325	31,269	35,958	34,474	34,474	39,645
ADVISING	6,000	4,789	5,713	6,376	6,900	7,590
OTHER PERSONNEL	9,625	12,000	18,900	26,460	27,783	36,445
OTHER DIRECT	3,160	2,498	2,698	3,573	3,930	4,699
SUBTOTAL	51,110	50,556	63,571	70,882	73,087	88,529
INDIRECT COSTS(CMU)	48,600	54,939	64,837	74,173	83,047	96,211
TOTAL EXPENSES	245,404	277,366	327,336	374,466	419,268	480,982
NET CONTRIBUTION	40,841	37,994	51,096	109,376	112,958	149,501

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/CMU
FINANCIAL PLANNING MODEL
REGION 3

	74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT						
GRADUATE:						
STUDENTS(ACTIVE)	510	614	708	775	850	942
ENROLLMENTS	1,531	1,843	2,125	2,325	2,550	2,825
ENROLL/STU	3.0	3.0	3.0	3.0	3.0	3.0
COURSES:						
# OFFERED	53	68	85	93	102	113
AVG ATTEND	25.9	27.1	25.0	25.0	25.0	25.0
CREDIT HOURS	4,592	5,522	6,350	6,995	7,684	8,452
UNDERGRAD:						
STUDENTS(ACTIVE)	308	370				
ENROLLMENTS	923	1,109				
ENROLL/STU	3.0	3.0	3.0	3.0	3.0	3.0
COURSES:						
# OFFERED	38	48				
AVG ATTEND	24.3	23.1	23.1	23.1	23.1	23.1
CREDIT HOURS	2,771	3,333				
PERSONNEL						
ADMIN	3.9	4.5	4.5	5.0	5.0	5.0
GRADUATE						
INSTRUCTION	53	68	85	93	102	113
ADVISING(HOURS)	900	903	1,041	1,139	1,250	1,384
OTHER	2.0	2.0	2.0	2.0	2.0	2.0
UNDERGRADUATE						
INSTRUCTION	38	48				
ADVISING(HOURS)	1,800	2,218				
OTHER	.5	1.0				
FINANCIAL						
TUITION REVENUE						
GRADUATE	173,979	331,320	381,018	454,046	499,451	591,657
UNDERGRADUATE	163,800	199,980				
TOTAL REVENUE	337,779	531,300	381,018	454,046	499,451	591,657
EXPENSES						
ADMIN:						
PERSONNEL	38,922	61,650	64,733	75,521	79,297	93,262
OTHER DIRECT	27,022	42,504	30,481	36,324	39,956	47,333
SUBTOTAL	65,944	104,154	95,214	111,845	119,253	130,595
GRADUATE:						
INSTRUCTION	49,078	96,900	127,181	146,109	168,261	195,727
ADVISING	9,000	9,031	10,413	11,393	12,495	13,843
OTHER PERSONNEL	19,960	19,700	20,685	21,719	22,805	23,945
OTHER DIRECT	870	1,657	1,905	2,270	2,497	2,958
SUBTOTAL	78,908	127,287	160,184	181,491	206,058	236,473
UNDERGRADUATE:						
INSTRUCTION	91,884	102,432				
ADVISING	18,000	22,180				
OTHER PERSONNEL	8,990	10,830				
OTHER DIRECT	13,793	1,400				
SUBTOTAL	128,667	136,842				
INDIRECT COSTS(CMU)	67,559	90,966	63,083	72,454	80,352	90,666
TOTAL EXPENSES	341,078	459,249	318,481	365,790	405,664	457,734
NET CONTRIBUTION	(3,299)	72,051	62,537	88,257	93,787	133,924

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/CMU
FINANCIAL PLANNING MODEL
REGION 4

	74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT						
GRADUATE:						
STUDENTS(ACTIVE)	858	817	858	900	950	992
ENROLLMENTS	2,875	2,450	2,575	2,700	2,850	2,975
ENROLL/STU	3.0	3.0	3.0	3.0	3.0	3.0
COURSES:						
# OFFERED	110	100	103	108	114	119
AVG ATTEND	26.3	24.5	25.0	25.0	25.0	25.0
CREDIT HOURS	8,626	7,361	7,729	8,116	8,521	8,947
PERSONNEL						
ADMIN	1.7	2.5	2.5	2.5	2.5	2.5
GRADUATE						
INSTRUCTION	110	100	103	108	114	119
ADVISING(HOURS)	1,210	1,348	1,416	1,485	1,567	1,636
OTHER	1.5	2.5	2.5	2.5	2.5	2.5
FINANCIAL						
TUITION REVENUE	505,467	441,660	463,743	527,508	553,883	626,314
EXPENSES						
ADMIN:						
PERSONNEL	21,780	33,750	35,438	37,200	39,070	41,023
OTHER DIRECT	9,227	13,250	13,912	15,825	16,616	18,790
SUBTOTAL	31,007	47,000	49,350	53,035	55,686	59,813
GRADUATE:						
INSTRUCTION	168,080	143,100	154,763	170,389	188,848	206,987
ADVISING	12,100	13,475	14,162	14,850	15,675	16,362
OTHER PERSONNEL	19,800	31,750	33,338	35,004	36,755	38,592
OTHER DIRECT	26,543	17,666	18,550	21,100	22,155	25,053
SUBTOTAL	226,523	205,991	220,812	241,344	263,433	286,995
INDIRECT COSTS(CMU)	63,610	62,489	66,730	72,711	78,822	85,661
TOTAL EXPENSES	321,140	315,480	336,892	367,090	397,942	432,469
NET CONTRIBUTION	184,327	126,180	126,851	160,418	155,941	193,845

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/CMU
FINANCIAL PLANNING MODEL
REGION 5

	74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT						
GRADUATE:						
STUDENTS(ACTIVE	737	1,093	1,256	1,382	1,518	1,671
ENROLLMENTS	2,210	3,279	3,767	4,146	4,553	5,014
ENROLL/STU	3.0	3.0	3.0	3.0	3.0	3.0
COURSES:						
# OFFERED	80	121	139	153	168	185
AVG ATTEND	27.6	27.1	27.1	27.1	27.1	27.1
CREDIT HOURS	6,629	9,833	11,308	12,439	13,683	15,051
PERSONNEL						
ADMIN	5.0	8.0	8.0	9.0	9.0	9.0
GRADUATE						
INSTRUCTION	80	121	139	153	168	185
ADVISING(HOURS)	1,270	1,508	1,733	1,907	2,094	2,306
OTHER		.5	.5	1.0	1.0	1.0
FINANCIAL						
TUITION REVENUE	362,491	589,980	678,477	808,518	889,370	1,053,562
EXPENSES						
ADMIN:						
PERSONNEL	73,500	118,880	124,824	147,448	154,821	162,562
OTHER DIRECT	21,749	35,399	40,709	48,511	53,362	63,214
SUBTOTAL	95,249	154,279	165,533	195,959	208,183	225,776
GRADUATE:						
INSTRUCTION	98,960	159,478	192,362	222,324	256,326	296,377
ADVISING	12,700	15,083	17,328	19,072	20,944	23,064
OTHER PERSONNEL		4,085	4,289	9,007	9,458	9,931
OTHER DIRECT	3,625	5,900	6,785	8,085	8,894	10,536
SUBTOTAL	115,285	184,546	220,764	258,488	295,621	339,908
INDIRECT COSTS(CMU)	52,002	83,690	95,415	112,249	124,440	139,724
TOTAL EXPENSES	262,535	422,515	481,712	566,696	628,244	705,407
NET CONTRIBUTION	99,946	167,465	196,765	241,823	261,126	348,155

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/CMU
FINANCIAL PLANNING MODEL
REGION 6

	74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT						
GRADUATE:						
STUDENTS(ACTIVE)	496	1,072	1,175	1,292	1,425	1,567
ENROLLMENTS	1,488	3,215	3,525	3,875	4,275	4,700
ENROLL/STU	3.0	3.0	3.0	3.0	3.0	3.0
COURSES:						
# OFFERED	54	138	141	155	171	188
AVG ATTEND	27.5	23.3	25.0	25.0	25.0	25.0
CREDIT HOURS	4,463	9,634	10,597	11,657	12,823	14,105
PERSONNEL						
ADMIN	1.7	2.0	2.0	2.0	2.0	2.0
GRADUATE						
INSTRUCTION	54	138	141	155	171	188
ADVISING(HOURS)	545	1,575	1,727	1,899	2,095	2,303
OTHER	1.5	3.0	3.0	3.5	4.0	4.0
FINANCIAL						
TUITION REVENUE	222,441	579,040	635,844	757,714	833,486	987,360
EXPENSES						
ADMIN:						
PERSONNEL	24,250	27,840	29,232	30,694	32,228	33,840
OTHER DIRECT	13,892	17,341	19,075	22,731	25,005	29,621
SUBTOTAL	38,141	45,181	48,307	53,425	57,233	63,460
GRADUATE:						
INSTRUCTION	56,376	190,026	203,865	235,312	272,582	314,665
ADVISING	5,450	15,753	17,273	18,988	20,948	23,030
OTHER PERSONNEL	21,405	43,200	45,360	55,566	66,679	70,013
OTHER DIRECT	17,910	23,122	25,434	30,300	33,330	39,494
SUBTOTAL	101,141	272,101	291,931	340,174	393,540	447,203
INDIRECT COSTS(CMU)	34,403	78,369	84,039	97,219	111,343	126,134
TOTAL EXPENSES	173,685	395,651	424,277	490,818	562,124	636,797
NET CONTRIBUTION	48,756	-182,389	211,567	266,896	271,361	350,562

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/CMU
FINANCIAL PLANNING MODEL
REGION 7

	74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT						
GRADUATE:						
STUDENTS(ACTIVE)	574	702	776	850	933	1,025
ENROLLMENTS	1,722	2,107	2,328	2,550	2,800	3,075
ENROLL/STU	3.0	3.0	3.0	3.0	3.0	3.0
COURSES:						
# OFFERED	67	98	97	102	112	123
AVG ATTEND	25.7	21.5	24.0	25.0	25.0	25.0
CREDIT HOURS	5,167	6,323	6,955	7,651	8,416	9,258
PERSONNEL						
ADMIN	1.5	2.0	2.0	2.5	2.5	2.5
GRADUATE						
INSTRUCTION	67	98	97	102	112	123
ADVISING(HOURS)	890	906	1,001	1,097	1,204	1,322
OTHER	.5	2.5	2.5	3.0	3.0	3.0
FINANCIAL						
TUITION REVENUE	286,864	379,380	417,318	497,304	547,034	648,025
EXPENSES						
ADMIN:						
PERSONNEL	12,405	24,760	25,998	34,122	35,829	37,620
OTHER DIRECT	14,343	19,969	20,866	24,865	27,352	32,401
SUBTOTAL	26,748	43,729	46,864	58,988	63,180	70,021
GRADUATE:						
INSTRUCTION	73,700	140,926	146,358	161,598	186,313	214,842
ADVISING	8,900	9,060	10,010	10,965	12,040	13,223
OTHER PERSONNEL	18,250	27,000	28,350	35,721	37,507	39,392
OTHER DIRECT	11,475	15,175	16,693	19,892	21,881	25,921
SUBTOTAL	112,325	192,061	201,412	228,176	257,741	293,368
INDIRECT COSTS(CMU)	34,351	58,240	61,324	70,929	79,268	89,757
TOTAL EXPENSES	173,424	294,031	309,600	359,093	400,189	453,146
NET CONTRIBUTION	113,440	85,348	107,718	139,211	146,845	194,879

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/CMU
FINANCIAL PLANNING MODEL
INDEPENDENT STUDY

	74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT						
CREDIT HOURS	3,022	2,133	2,546	2,823	3,105	3,416
PERSONNEL						
INSTRUCTION	1,007	778	855	941	1,035	1,139
FINANCIAL						
TUITION REVENUE	145,474	139,980	153,978	183,490	201,839	239,102
EXPENSES						
INSTRUCTION	60,420	46,680	51,300	61,165	67,275	79,730
OTHER DIRECT	4,364	4,199	4,619	5,505	6,055	7,173
INDIRECT COSTS(CMU)	16,002	12,567	13,812	16,467	18,113	21,465
TOTAL EXPENSES	80,786	63,447	69,731	83,137	91,443	108,368
NET CONTRIBUTION	64,688	76,533	84,247	100,353	110,397	130,734

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/CMU
FINANCIAL PLANNING MODEL
INDIVIDUALIZED DEGREE

	74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT						
CREDIT HOURS		925	1,031	1,289	1,611	2,014
PERSONNEL						
ADMIN		2.5	3.0	3.5	4.0	4.5
INSTRUCTION		275	344	430	537	671
ADVISING(HOURS)		1,510	1,887	2,359	2,949	3,686
FINANCIAL						
TUITION REVENUE		49,500	61,875	83,789	104,736	140,091
EXPENSES						
ADMIN:						
PERSONNEL		32,125	40,478	49,585	59,502	70,297
OTHER DIRECT		7,425	9,281	12,568	15,710	21,140
SUBTOTAL		39,550	49,759	62,153	75,212	91,435
UNDERGRADUATE:						
INSTRUCTION		16,500	20,640	27,950	34,905	46,970
ADVISING		15,098	18,872	23,590	29,487	36,850
OTHER DIRECT		4,950	6,188	8,379	10,474	14,088
SUBTOTAL		36,548	45,699	59,919	74,866	97,928
INDIRECT COSTS(CMU)		18,796	23,578	30,152	37,069	46,773
TOTAL EXPENSES		94,894	119,036	152,224	187,148	236,136
NET CONTRIBUTION		(45,394)	(57,161)	(68,435)	(82,411)	(95,145)

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/OHIO
FINANCIAL PLANNING MODEL
SUMMARY-ALL PROGRAMS

	74-75	75-76	76-77	77-78	78-79	79-80
ENROLLMENT						
TOTAL ADMISSIONS	3,341	3,720	5,175	5,000	4,900	4,800
TOTAL STUDENTS	5,156	6,228	6,300	6,986	7,684	8,443
TOTAL ENROLLMENTS	15,292	18,644	18,928	20,958	23,053	25,390
TOTAL COURSES	591	708	745	828	908	1,000
TOTAL CREDIT HOURS	48,464	58,177	59,074	65,629	72,410	79,961
PERSONNEL						
ADMIN	19.0	27.3	28.5	31.0	32.5	33.5
INSTRUCTION	1,508	1,851	1,964	2,189	2,480	2,810
ADVISING(HOURS)	9,510	13,138	11,951	13,526	15,240	17,239
OTHER	8.3	17.5	17.0	20.0	20.5	21.0
FINANCIAL						
REVENUES:						
REGION 1	299,231	329,925	280,436	344,002	395,602	511,810
REGION 2	286,245	315,360	378,432	483,842	532,226	630,493
REGION 3	337,779	531,300	381,018	454,046	499,451	591,657
REGION 4	505,467	441,460	463,743	527,508	553,883	626,314
REGION 5	362,481	589,980	679,477	808,518	880,370	1,053,562
REGION 6	222,441	578,040	635,844	757,714	833,486	987,360
REGION 7	296,964	379,380	417,318	497,304	547,034	648,025
INDEPENDENT STUDY	145,474	139,980	153,978	183,490	201,839	239,102
INDIVIDUALIZED DEG		49,500	61,875	83,789	104,736	140,991
TOTAL	2,445,982	3,356,125	3,451,121	4,140,214	4,557,628	5,429,305
EXPENSES:						
REGION 1	170,979	269,240	237,878	280,356	326,478	389,412
REGION 2	245,404	277,366	327,936	374,446	410,268	480,682
REGION 3	341,078	459,249	318,481	365,790	405,464	457,734
REGION 4	321,140	315,480	336,892	367,090	397,942	432,469
REGION 5	262,535	422,515	481,712	566,696	628,244	705,407
REGION 6	173,615	395,451	424,277	490,818	562,124	636,797
REGION 7	173,424	294,031	309,600	358,093	400,189	453,146
INDEPENDENT STUDY	90,736	63,447	69,731	83,137	91,443	109,269
INDIVIDUALIZED DEG		94,804	119,036	152,424	187,148	236,136
TOTAL	1,769,031	2,591,872	2,624,943	3,038,870	3,418,496	3,900,152
NET CONTRIBUTION	676,951	763,253	826,178	1,101,344	1,139,130	1,529,153

INSTITUTE FOR PERSONAL AND CAREER DEVELOPMENT/CMU
FINANCIAL PLANNING MODEL
REVENUE AND EXPENSE STATEMENT

	74-75	75-76	76-77	77-78	78-79	79-80
REVENUE						
GRADUATE TUITION	2,077,710	2,903,205	3,160,316	3,783,616	4,152,803	4,932,823
UNDERGRAD TUITION	238,630	262,440	74,952	89,318	98,250	116,398
INDEPENDENT STUDY	145,474	139,980	153,978	183,490	201,839	239,102
INDIVIDUALIZED DEG		49,500	61,875	83,780	104,736	140,091
DEVELOPMENTAL EXP		50,000	53,000	56,200	59,550	63,100
APPLICATION FEE	50,415	55,800	77,625	75,000	73,500	72,000
OTHER	7,950					
TOTAL REVENUE	2,520,229	3,460,925	3,581,746	4,271,414	4,690,678	5,564,405
EXPENSES						
PROGRAMS:						
INSTRUCTION	781,730	1,127,923	1,124,010	1,279,384	1,467,980	1,700,884
ADVISING	85,100	131,376	119,508	135,260	152,399	172,391
OTHER PERSONNEL	327,009	545,410	583,065	685,788	747,652	804,756
OTHER DIRECT	224,791	273,776	278,425	336,353	373,348	449,596
ADMIN						
PERSONNEL	302,500	362,500	406,875	454,781	506,461	562,172
OTHER	75,000	110,400	117,024	124,090	131,486	139,325
CURRICULUM DEVELOP						
PERSONNEL	114,864	140,700	147,735	155,122	162,878	171,022
OTHER	52,000	59,200	62,752	66,541	70,507	74,710
LIBRARY						
PERSONNEL		21,248	22,310	31,364	32,932	43,330
OTHER		30,000	31,800	33,720	35,730	37,860
INDIRECT COSTS(CMU)	484,859	692,226	714,695	815,693	909,200	1,026,544
TOTAL EXPENSES	2,447,853	3,494,760	3,608,198	4,118,095	4,590,672	5,182,500
NET INCOME(LOSS)	72,376	(33,835)	(26,452)	153,319	100,007	381,815

EMPIRE STATE COLLEGE

A. Description of Program

Empire State College (ESC), a part of the State University of New York, is a statewide institution created to develop alternative approaches to higher education. It is an undergraduate institution with approximately 4,000 full-time equivalent students.

ESC has no central campus or other facilities normally associated with educational institutions. Instead, it has a variety of learning centers located throughout the state of New York and used to deliver the college's educational program. There are seven large program centers which have a full complement of faculty, including a dean and an assistant dean. The college-wide division provides instruction to persons in areas that cannot be effectively served by the regional learning centers. There are approximately ten remote locations which make up the college-wide division. Each of these learning units is staffed by one or more coordinators/mentors and a secretary. The college-wide division is administered centrally.

After admission to ESC, the student and a mentor design a degree program that meets the student's objectives and the college learning objectives. The student's prior learning is assessed in relation to the degree program thus designed; and advanced standing, consisting of prior college credit and/or prior experiential learning, is awarded.

The student is then ready to prepare, with his or her mentor's assistance, a learning contract which will satisfy part of the objectives outlined in the student's degree program. The learning contract is designed to be completed in a relatively short period of time (one or two months). Once the contract is completed, the learning results are evaluated for acceptance by the college. This process of learning contract development, completion of contract, and evaluation is continued until the student completes his degree program, at which time he is proposed for graduation.

All learning experiences at ESC are expressed in contract months, which by definition equal four weeks. Students may enroll either on a full-time or a half-time basis. A student who successfully completes four weeks of full-time study receives one contract month of academic credit as does a student who successfully completes eight weeks of half-time study. To graduate, a student must have 32 contract months of learning through completed learning contracts and prior learning experiences.

B. Definition of Terms

To explain the concept of the model output as shown at the end of this subsection, the following definitions are applicable:

. Active Students - This represents a computed number based on the number of student months projected divided by the estimated months per student. Further refinement of data will enable the active student data to be actual, and the month per student a computed value rather than an estimated value.

. Student Months - This represents contract months and equals four full-time weeks of academic study. For example, a student who contracts for two student months and is a full-time student, implies that he or she will devote eight weeks of full-time study for completion of the contract.

. Full-Time Equivalent - This represents a computed number to convert student months to a full-time equivalent number that relates to traditional institutions. It is computed by dividing the total number of student months by 7.5, which, using the measure of four credit hours equals one month, would equal 30 credit hours or one year of study at a traditional institution.

. Administrative Personnel - This represents the dean, assistant dean, and staff assistants located at program centers.

. Faculty Personnel - This represents the faculty at program centers who function as mentors. Their primary function is that of advising students in the completion of their contract plan.

C. Description of Model

The key element in operation of ESC is student months. From student months, which are projected by program center, the number of active students and full-time equivalent students are computed. Efforts are underway to track the number of students from one academic year to the next and evaluate the retention rates. At that time, the model can be expanded to provide for recruiting goals to meet the student month goals.

Administrative and support personnel are projected independent of the student month projections. Faculty personnel in total are a function of the number of projected student months. The breakdown of the total into the various faculty ranks represents expected distribution, considering present faculty and anticipated attrition.

Other costs, for the most part, are cost volume sensitive -- i.e., as student months and faculty personnel go up, the associated costs will go up. There are some exceptions, such as rent, utilities, and telephone. Tutorial costs represent the discretionary funds available to mentors for providing outside tutorial services to students where their particular needs cannot be met by the internal staff. Certain statistics are computed at the bottom of each program center report to illustrate the variations in costs from one program center to another.

All program centers are summarized in terms of program statistics, personnel, and costs. This summary illustrates the magnitude of all of the educational programs for ESC.

The institutional summary brings together the costs of all program centers and projects the administrative cost associated with ESC, such as assessment, development, academic support, etc. It is a summary report for information purposes and overall planning. The program center reports are the primary units for evaluating changes in assumptions.

D. General Description of Assumptions Inherent in Model

Enrollment

- State appropriations will increase to permit expansion of enrollment necessary to achieve the increases projected in student months for each program center.

- There will be no change in the relative proportions of full-time and part-time student months.

Staff Resources

- The relationship of student months to faculty (mentors) will remain the same within each program center.

Revenue and Expenditures

- Salaries will increase at a rate of 5 percent per year after 1976-77.

- Salary costs other than rent, utilities and telephone will continue to vary as student months vary.

- Inflation will impact on non-salary costs at a rate of 6 percent per year.

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
PROGRAM CENTERS

	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
NIAGARA FRONTIER						
PROGRAM DATA						
ACTIVE STUDENTS:						
FULLTIME	142	171	205	246	295	354
PARTTIME	209	251	301	361	433	520
TOTAL	351	421	506	607	728	874
MONTHS/STUDENT:						
FULLTIME	9	9	9	9	9	9
PARTTIME	4	4	4	4	4	4
STUDENT MONTHS:						
FULLTIME	1,282	1,538	1,846	2,215	2,658	3,190
PARTTIME	835	1,002	1,202	1,443	1,731	2,078
TOTAL	2,117	2,540	3,048	3,658	4,389	5,268
FTE	282	339	406	488	585	702
PERSONNEL DATA						
NUMBER:						
ADMINISTRATIVE	3	3	3	3	3	3
SUPPORT	6	6	7	9	10	12
FACULTY:						
PROFESSOR			2	2	2	3
ASSO PROF	2	3	2	3	3	4
ASST PROF	6	6	4	5	6	7
INSTRUCTOR			5	6	7	8
OTHER	1	1	1	1	1	1
PARTTIME	4	3	2	2	4	4
TOTAL	22	22	26	31	36	42
AVERAGE SALARIES:						
ADMINISTRATIVE	19,875	19,875	20,869	21,912	23,008	24,158
SUPPORT	7,750	7,750	8,138	8,544	8,972	9,420
FACULTY:						
PROFESSOR	26,000	26,000	27,300	28,665	30,098	31,603
ASSO PROF	24,130	24,130	25,337	26,603	27,933	29,330
ASST PROF	19,632	19,632	20,614	21,644	22,726	23,863
INSTRUCTOR	15,000	15,000	15,750	16,538	17,364	18,233
OTHER	17,000	17,000	17,850	18,743	19,680	20,664
PARTTIME	12,000	12,000	12,600	13,230	13,892	14,586
CENTER COST						
SALARIES:						
ADMINISTRATIVE	59,625	59,625	62,606	65,737	69,023	72,475
SUPPORT	46,500	46,500	56,963	76,899	89,716	113,042
FACULTY	231,052	243,182	309,527	389,789	477,152	604,039
FRINGE BENEFITS	65,750	68,115	83,674	103,823	123,999	353,963
TUTORIAL	20,475	31,590	39,685	50,009	63,001	79,400
RENT & UTILITIES	5,600	5,600	5,880	6,174	6,483	6,807
TELEPHONE	5,680	6,152	6,460	6,783	7,122	7,478
TRAVEL	1,390	1,650	2,134	2,660	3,381	4,188
PHOTOCOPY	6,245	5,900	7,425	9,356	11,787	14,850
EQUIPMENT	3,860	2,000	2,200	2,420	2,662	2,928
GENERAL	2,680	4,204	5,313	6,695	8,434	10,629
TEMP SERVICE	7,340	1,370	1,439	1,510	1,586	1,665
TOTAL	464,197	475,488	583,304	721,855	864,346	1,071,460
STATISTICS:						
STUD MOS/FTE FACULTY	163	195	191	193	191	195
FACULTY SAL/STUD MO	109	96	102	107	109	115
TUTORIAL COST/STUD MO	10	12	13	14	14	15
TOTAL COST/STUD MO	219	187	191	197	197	203

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
PROGRAM CENTERS

	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
GENESEE VALLEY						
PROGRAM DATA						
ACTIVE STUDENTS:						
FULLTIME	306	367	440	528	634	761
PARTTIME	338	405	486	583	700	840
TOTAL	643	772	926	1,112	1,334	1,601
MONTHS/STUDENT:						
FULLTIME	9	9	9	9	9	9
PARTTIME	4	4	4	4	4	4
STUDENT MONTHS:						
FULLTIME	2,752	3,302	3,963	4,755	5,707	6,848
PARTTIME	1,350	1,620	1,944	2,333	2,799	3,359
TOTAL	4,102	4,922	5,907	7,088	8,506	10,207
FTE	547	656	788	945	1,134	1,361
PERSONNEL DATA						
NUMBER:						
ADMINISTRATIVE	3	3	3	3	3	3
SUPPORT	9	8	10	12	14	17
FACULTY:						
PROFESSOR	2	2	2	2	3	3
ASSO PROF	2	2	3	3	4	5
ASST PROF	8	7	5	6	7	8
INSTRUCTOR	2	1	6	7	8	10
OTHER	1		1	1	1	2
PARTTIME	3	4	2	4	5	5
TOTAL	30	27	32	38	45	53
AVERAGE SALARIES:						
ADMINISTRATIVE	19,875	19,875	20,869	21,912	23,008	24,158
SUPPORT	7,750	7,750	8,138	8,544	8,972	9,420
FACULTY:						
PROFESSOR	27,164	27,164	28,522	29,948	31,446	33,018
ASSO PROF	22,192	22,192	23,302	24,467	25,690	26,975
ASST PROF	19,338	19,338	20,305	21,320	22,386	23,505
INSTRUCTOR	14,917	14,917	15,663	16,446	17,268	18,132
OTHER	15,000	15,000	15,750	16,538	17,364	18,233
PARTTIME	12,000	12,000	12,600	13,230	13,892	14,586
CENTER COST						
SALARIES:						
ADMINISTRATIVE	59,625	59,625	62,606	65,737	69,023	72,475
SUPPORT	69,750	62,000	81,375	102,533	125,502	160,143
FACULTY	334,250	296,995	363,401	445,797	578,769	712,683
FRINGE BENEFITS	90,407	81,631	98,940	119,743	150,812	184,334
TUTORIAL	40,875	38,880	48,099	61,735	77,788	98,012
RENT & UTILITIES	25,824	25,824	27,115	28,471	29,895	31,389
TELEPHONE	20,560	25,100	26,355	27,673	29,056	30,509
TRAVEL	4,650	2,800	3,491	4,438	5,672	7,020
PHOTOCOPY	9,120	7,263	9,179	11,565	14,573	18,362
EQUIPMENT	2,595	2,000	2,200	2,420	2,662	2,928
GENERAL	1,860	3,928	4,962	6,252	7,877	9,925
TEMP SERVICE	350	1,530	1,607	1,687	1,771	1,860
TOTAL	659,866	607,576	730,229	878,049	1,093,500	1,329,639
STATISTICS:						
STUD MOS/FTE FACULTY	228	308	311	308	304	309
FACULTY SAL/STUD MO	81	60	62	63	68	70
TUTORIAL COST/STUD MO	10	8	8	9	9	10
TOTAL COST/STUD MO	161	123	124	124	129	130

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
PROGRAM CENTERS

	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
*LONG ISLAND						
PROGRAM DATA						
ACTIVE STUDENTS:						
FULLTIME	380	456	547	656	788	945
PARTTIME	388	466	559	671	805	966
TOTAL	768	921	1,106	1,327	1,592	1,911
MONTHS/STUDENT:						
FULLTIME	9	9	9	9	9	9
PARTTIME	4	4	4	4	4	4
STUDENT MONTHS:						
FULLTIME	3,419	4,103	4,923	5,908	7,090	8,508
PARTTIME	1,552	1,862	2,235	2,682	3,218	3,862
TOTAL	4,971	5,965	7,158	8,590	10,308	12,370
FTE	463	795	954	1,145	1,374	1,649
PERSONNEL DATA						
NUMBER:						
ADMINISTRATIVE	4	4	4	4	4	4
SUPPORT	11	9	11	13	16	19
FACULTY:						
PROFESSOR	2	2	2	3	3	4
ASSO PROF	2	2	4	4	5	6
ASST PROF	11	9	6	7	9	10
INSTRUCTOR	4	2	7	9	10	12
OTHER			1	1	2	2
PARTTIME	3	5	4	5	6	6
TOTAL	37	33	39	46	55	63
AVERAGE SALARIES:						
ADMINISTRATIVE	19,875	19,875	20,869	21,912	23,008	24,158
SUPPORT	7,750	7,750	8,138	8,544	8,972	9,420
FACULTY:						
PROFESSOR	25,990	25,990	27,290	28,654	30,087	31,591
ASSO PROF	22,676	22,676	23,810	25,000	26,250	27,563
ASST PROF	19,985	19,985	20,979	21,923	23,019	24,170
INSTRUCTOR	15,418	15,418	16,189	16,998	17,848	18,741
OTHER	15,000	15,000	15,750	16,538	17,364	18,233
PARTTIME	12,000	12,000	12,600	13,230	13,892	14,586
CENTER COST						
SALARIES:						
ADMINISTRATIVE	79,500	79,500	83,475	87,649	92,031	96,633
SUPPORT	85,250	69,750	89,513	111,077	143,546	178,983
FACULTY	413,739	367,133	454,566	575,098	725,246	911,486
FRINGE BENEFITS	112,905	100,695	122,373	150,896	187,360	231,485
TUTORIAL	43,156	48,600	61,255	77,184	97,250	122,541
RENT & UTILITIES						
TELEPHONE	32,590	28,210	29,621	31,102	32,657	34,290
TRAVEL	2,305	3,250	4,108	5,212	6,604	8,321
PHOTOCOPY	8,020	9,079	11,424	14,395	18,137	22,854
EQUIPMENT	8,040	2,000	2,200	2,420	2,662	2,928
GENERAL	6,035	6,060	7,666	9,660	12,171	15,336
TEMP SERVICE	6,950	1,850	1,943	2,040	2,142	2,249
TOTAL	801,390	716,127	868,142	1,066,732	1,319,807	1,627,107
STATISTICS:						
STUD MOS/FTE FACULTY	226	298	298	296	295	295
FACULTY SAL/STUD MO	83	62	64	67	70	74
TUTORIAL COST/STUD MO	9	8	9	9	9	10
TOTAL COST/STUD MO	161	120	121	124	128	132

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
PROGRAM CENTERS

LOWER HUDSON	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
PROGRAM DATA						
ACTIVE STUDENTS:						
FULLTIME	134	161	193	231	278	333
PARTTIME	273	327	393	471	565	678
TOTAL	406	488	585	702	843	1,011
MONTHS/STUDENT:						
FULLTIME	9	9	9	9	9	9
PARTTIME	4	4	4	4	4	4
STUDENTS MONTHS:						
FULLTIME	1,205	1,446	1,735	2,082	2,499	2,998
PARTTIME	1,090	1,308	1,570	1,884	2,260	2,712
TOTAL	2,295	2,754	3,305	3,966	4,759	5,710
FTE	306	367	441	529	635	761
PERSONNEL DATA						
NUMBER:						
ADMINISTRATIVE	2	2	2	2	2	2
SUPPORT	4	5	6	7	9	10
FACULTY:						
PROFESSOR			1	2	2	2
ASSO PROF	3	3	2	2	3	3
ASST PROF	4	4	3	4	5	6
INSTRUCTOR		2	4	5	6	7
OTHER				1	1	1
PARTTIME	3	2	2	2	2	4
TOTAL	16	18	21	25	30	35
AVERAGE SALARIES:						
ADMINISTRATIVE	19,875	19,875	20,868	21,912	23,008	24,158
SUPPORT	7,750	7,750	8,138	8,544	8,972	9,420
FACULTY:						
PROFESSOR	26,000	26,000	27,300	28,665	30,098	31,603
ASSO PROF	23,241	23,241	24,403	25,623	26,904	28,250
ASST PROF	19,300	19,300	20,265	21,278	22,342	23,459
INSTRUCTOR	15,000	15,000	15,750	16,538	17,364	18,233
OTHER	15,000	15,000	15,750	16,538	17,364	18,233
PARTTIME	12,000	12,000	12,600	13,230	13,892	14,586
CENTER COST						
SALARIES:						
ADMINISTRATIVE	39,750	39,750	41,738	43,824	46,016	48,316
SUPPORT	31,000	38,750	48,825	59,811	80,744	94,202
FACULTY	182,923	200,923	240,851	310,374	401,054	492,916
FRINGE BENEFITS	49,466	54,487	64,626	82,487	103,000	123,910
TUTORIAL	14,625	25,515	32,135	40,489	51,014	64,269
RENT & UTILITIES	1,900	1,900	1,995	2,095	2,199	2,309
TELEPHONE	9,595	8,580	9,009	8,459	9,932	10,429
TRAVEL	500	1,925	2,380	3,087	3,340	4,862
PHOTOCOPY	4,940	5,448	6,871	8,658	10,908	13,742
EQUIPMENT	4,810	2,000	2,200	2,420	2,662	2,928
GENERAL	1,550	3,696	4,650	5,859	7,382	9,300
TEMP SERVICE	2,450	1,130	1,187	1,246	1,308	1,374
TOTAL	343,609	384,104	456,474	578,810	721,068	908,556
STATISTICS:						
STUD HOS/FTE FACULTY	230	250	254	248	250	246
FACULTY SAL/STUD HO	80	73	73	81	84	86
TUTORIAL COST/STUD HO	6	9	10	10	11	11
TOTAL COST/STUD HO	150	139	138	146	152	152

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
PROGRAM CENTERS

	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
METROPOLITAN						
PROGRAM DATA						
ACTIVE STUDENTS:						
FULLTIME	328	394	472	567	680	816
PARTTIME	160	192	230	276	331	398
TOTAL	488	585	702	843	1,011	1,214
MONTHS/STUDENT:						
FULLTIME	9	9	9	9	9	9
PARTTIME	4	4	4	4	4	4
STUDENT MONTHS:						
FULLTIME	2,952	3,542	4,251	5,101	6,121	7,346
PARTTIME	639	767	920	1,104	1,325	1,590
TOTAL	3,591	4,309	5,171	6,205	7,446	8,936
FTE	479	575	689	827	993	1,191
PERSONNEL DATA						
NUMBER:						
ADMINISTRATIVE	3	3	3	3	3	3
SUPPORT	7	7	8	10	12	15
FACULTY:						
PROFESSOR	4	4	2	2	2	3
ASSO PROF	2	2	3	3	4	4
ASST PROF	7	6	4	5	6	7
INSTRUCTOR			5	6	7	9
OTHER			1	1	1	1
PARTTIME	2	2	2	3	4	5
TOTAL	25	24	28	33	39	47
AVERAGE SALARIES:						
ADMINISTRATIVE	19,875	19,875	20,869	21,912	23,008	24,158
SUPPORT	7,750	7,750	8,138	8,544	8,972	9,420
FACULTY:						
PROFESSOR	29,257	29,257	30,720	32,256	33,869	35,562
ASSO PROF	23,429	23,429	24,600	25,830	27,122	28,478
ASST PROF	19,017	19,017	19,968	20,966	22,015	23,115
INSTRUCTOR	15,000	15,000	15,750	16,538	17,364	18,233
OTHER	15,000	15,000	15,750	16,538	17,364	18,233
PARTTIME	12,000	12,000	12,600	13,230	13,892	14,586
CENTER COST						
SALARIES:						
ADMINISTRATIVE	58,625	59,625	62,606	65,737	69,023	72,475
SUPPORT	54,250	54,250	65,100	85,444	107,659	141,303
FACULTY	321,005	304,988	334,812	402,287	502,794	637,662
FRINGE BENEFITS	84,802	81,093	90,191	107,926	132,498	166,031
TUTORIAL	22,275	31,590	38,709	50,145	63,181	79,616
RENT & UTILITIES	44,416	44,416	46,637	48,969	51,417	53,988
TELEPHONE	16,720	11,795	12,385	13,004	13,654	14,337
TRAVEL	365	1,650	2,106	2,602	3,278	4,159
PHOTOCOPY	4,845	5,900	7,438	9,372	11,809	14,881
EQUIPMENT	4,220	2,000	2,200	2,420	2,662	2,928
GENERAL	6,895	4,414	5,538	6,978	8,792	11,079
TEMP SERVICE		1,370	1,439	1,510	1,586	1,665
TOTAL	619,418	600,091	670,251	796,393	968,353	1,200,123
STATISTICS:						
STUD MOS/FTE FACULTY	239	308	304	310	310	306
FACULTY SAL/STUD MO	89	70	65	65	68	71
TUTORIAL COST/STUD MO	6	7	8	8	8	9
TOTAL COST/STUD MO	172	139	130	128	130	134

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
PROGRAM CENTERS

	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
NORTHEAST						
PROGRAM DATA						
ACTIVE STUDENTS:						
FULLTIME	308	370	444	533	640	768
PARTTIME	223	267	321	385	462	554
TOTAL	531	637	765	918	1,102	1,322
MONTHS/STUDENT:						
FULLTIME	9	9	9	9	9	9
PARTTIME	4	4	4	4	4	4
STUDENT MONTHS:						
FULLTIME	2,776	3,331	3,997	4,797	5,756	6,908
PARTTIME	891	1,069	1,283	1,540	1,848	2,217
TOTAL	3,667	4,400	5,280	6,337	7,604	9,125
FTE	489	587	704	845	1,014	1,217
PERSONNEL DATA						
NUMBER:						
ADMINISTRATIVE	3	3	3	3	3	3
SUPPORT	8	7	8	10	12	15
FACULTY:						
PROFESSOR			2	2	2	3
ASSO PROF	2	2	2	3	3	4
ASST PROF	9	8	4	5	6	7
INSTRUCTOR			5	6	7	8
OTHER			1	1	1	1
PARTTIME	3	3	2	2	3	4
TOTAL	25	23	27	32	37	45
AVERAGE SALARIES:						
ADMINISTRATIVE	19,875	19,875	20,869	21,912	23,008	24,158
SUPPORT	7,750	7,750	8,138	8,544	8,972	9,420
FACULTY:						
PROFESSOR	26,000	26,000	27,300	28,665	30,098	31,603
ASSO PROF	22,880	22,880	24,024	25,225	26,486	27,811
ASST PROF	19,314	19,314	20,280	21,294	22,358	23,476
INSTRUCTOR	15,000	15,000	15,750	16,538	17,364	18,233
OTHER	15,000	15,000	15,750	16,538	17,364	18,233
PARTTIME	12,000	12,000	12,600	13,230	13,992	14,586
CENTER COST						
SALARIES:						
ADMINISTRATIVE	59,625	59,625	62,606	65,737	69,023	72,475
SUPPORT	62,000	54,250	65,100	85,444	107,659	141,303
FACULTY	255,586	236,272	303,467	381,697	454,396	592,824
FRINGE BENEFITS	73,556	68,279	84,079	103,911	123,060	157,287
TUTORIAL	55,281	31,590	39,806	50,163	63,201	79,637
RENT & UTILITIES	12,000	12,000	12,600	13,230	13,892	14,586
TELEPHONE	25,780	17,975	18,874	19,817	20,809	21,849
TRAVEL	1,825	1,650	2,032	2,413	2,794	3,429
PHOTOCOPY	9,920	5,900	7,429	9,362	11,795	14,863
EQUIPMENT	2,480	2,000	2,200	2,420	2,662	2,928
GENERAL	8,925	4,414	5,544	6,987	8,802	11,091
TEMP SERVICE	3,645	1,370	1,439	1,510	1,586	1,665
TOTAL	569,623	495,325	605,175	742,691	870,670	1,113,936
STATISTICS						
STUD MOS/FTE FACULTY	262	338	330	334	346	338
FACULTY SAL/STUD MO	70	54	57	60	60	65
TUTORIAL COST/STUD MO	15	7	8	8	8	9
TOTAL COST/STUD MO	155	113	115	117	116	122

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
PROGRAM CENTERS

	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
LABOR COLLEGE*						
PROGRAM DATA						
CTIVE STUDENTS:						
FULLTIME	13	15	18	22	26	31
PARTTIME	575	690	828	994	1,193	1,432
TOTAL	588	706	847	1,016	1,219	1,463
ONTHS/STUDENT:						
FULLTIME	9	9	9	9	9	9
PARTTIME	3	3	3	3	3	3
TUDENT MONTHS:						
FULLTIME	115	138	166	199	238	283
PARTTIME	1,726	2,071	2,485	2,983	3,579	4,295
TOTAL	1,841	2,209	2,651	3,182	3,817	4,578
TE	245	295	353	424	509	610
PERSONNEL DATA						
UMBER:						
ADMINISTRATIVE	3	2	2	2	2	2
SUPPORT	3	3	4	4	5	6
FACULTY:						
PROFESSOR	1	1	1	1	1	2
ASSO PROF	1	1	1	2	2	2
ASST PROF			2	3	3	4
INSTRUCTOR	2	3	3	3	4	5
OTHER				1	1	1
PARTTIME	3	3	3	2	3	3
TOTAL	13	13	16	18	21	25
VERAGE SALARIES:						
ADMINISTRATIVE	19,875	19,875	20,869	21,912	23,008	24,158
SUPPORT	7,750	7,750	8,138	8,544	8,972	9,420
FACULTY:						
PROFESSOR	26,015	26,015	27,316	28,682	30,116	31,621
ASSO PROF	22,000	22,000	23,100	24,255	25,468	26,741
ASST PROF	19,000	19,000	19,950	20,948	21,995	23,095
INSTRUCTOR	17,582	17,582	18,461	19,384	20,353	21,371
OTHER	15,000	15,000	15,750	16,538	17,364	18,233
PARTTIME	12,000	12,000	12,600	13,230	13,892	14,586
CENTER COST						
SALARIES:						
ADMINISTRATIVE	59,625	39,750	41,738	43,824	46,016	48,316
SUPPORT	23,250	23,250	32,550	34,178	44,858	56,521
FACULTY	119,179	136,761	183,499	241,184	287,488	377,950
RINGE BENEFITS	39,401	38,953	50,268	62,241	73,781	94,143
TUTORIAL	63,000	49,700	62,630	78,933	99,418	125,203
RENT & UTILITIES	15,000	15,000	15,750	16,538	17,364	18,233
TELEPHONE	11,040	9,295	9,760	10,248	10,760	11,298
TRAVEL	485	1,150	1,512	1,814	2,117	2,570
PHOTOCOPY	7,145	3,531	4,454	5,613	7,070	8,903
EQUIPMENT	4,735	2,000	2,200	2,420	2,662	2,928
GENERAL	2,490	2,020	2,533	3,192	4,021	5,064
TEMP SERVICE	4,445	730	767	805	845	887
TOTAL	349,195	322,140	407,660	500,991	596,389	752,017
STATISTICS						
STUD MOS/FTE FACULTY	263	276	265	265	273	269
FACULTY SAL/STUD MO	65	62	69	76	75	83
TUTORIAL COST/STUD MO	34	22	24	25	26	27
TOTAL COST/STUD MO	190	146	154	157	156	164

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
PROGRAM CENTERS

	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
COLLEGE WIDE						
PROGRAM DATA						
ACTIVE STUDENTS:						
FULLTIME	354	425	510	612	734	881
PARTTIME	432	518	621	746	895	1,074
TOTAL	785	942	1,131	1,357	1,629	1,954
MONTHS/STUDENT:						
FULLTIME	9	9	9	9	9	9
PARTTIME	4	4	4	4	4	4
STUDENT MONTHS:						
FULLTIME	3,185	3,822	4,586	5,504	6,604	7,925
PARTTIME	1,726	2,071	2,485	2,983	3,579	4,295
TOTAL	4,911	5,893	7,071	8,487	10,183	12,220
FTE	655	786	943	1,132	1,358	1,629
PERSONNEL DATA						
NUMBER:						
ADMINISTRATIVE	3	5	5	5	5	5
SUPPORT	9	9	11	13	16	19
FACULTY:						
PROFESSOR	3	3	3	3	4	5
ASSO PROF	2	2	4	5	6	7
ASST PROF	5	4	7	8	9	11
INSTRUCTOR	6	5	8	9	11	14
OTHER	1		1	2	2	2
PARTTIME	5	4	3	5	6	6
TOTAL	34	32	42	50	59	69
AVERAGE SALARIES:						
ADMINISTRATIVE	19,875	19,875	20,869	21,912	23,008	24,158
SUPPORT	7,750	7,750	8,138	8,544	8,972	9,420
FACULTY:						
PROFESSOR	27,801	27,801	29,191	30,651	32,183	33,792
ASSO PROF	25,334	25,334	26,601	27,931	29,327	30,794
ASST PROF	19,062	19,062	20,015	21,016	22,067	23,170
INSTRUCTOR	16,190	16,190	17,000	17,849	18,742	19,679
OTHER	24,834	24,834	26,076	27,379	28,748	30,186
PARTTIME	12,000	12,000	12,600	13,230	13,892	14,586
CENTER COST						
SALARIES:						
ADMINISTRATIVE	59,625	99,375	104,344	109,561	115,039	120,791
SUPPORT	69,750	69,750	89,513	111,077	143,346	178,983
FACULTY	411,355	339,269	533,953	681,287	850,303	1,062,762
FRINGE BENEFITS	105,442	99,137	141,923	175,875	216,233	265,698
TUTORIAL	58,130	68,040	85,679	107,979	136,032	171,406
RENT & UTILITIES	6,000	6,000	6,300	6,615	6,946	7,293
TELEPHONE	25,520	14,025	14,726	15,463	16,236	17,047
TRAVEL	12,920	8,900	13,486	17,428	21,730	27,021
PHOTOCOPY	15,645	12,960	16,334	20,585	25,933	32,678
EQUIPMENT	9,885	2,000	2,200	2,420	2,662	2,928
GENERAL	3,070	5,968	7,499	9,450	11,906	15,002
TEMP SERVICE	2,445	1,690	1,775	1,863	1,956	2,054
TOTAL	779,797	727,114	1,017,732	1,259,603	1,548,522	1,903,685
STATISTICS:						
STUD MOS/FTE FACULTY	223	327	272	265	268	272
FACULTY SAL/STUD MO	84	58	76	80	84	87
TUTORIAL COST/STUD MO	12	12	12	13	13	14
TOTAL COST/STUD MO	159	123	144	148	152	156

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
PROGRAM CENTERS

SUMMARY-ALL CENTERS	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
PROGRAM SUMMARY						
ACTIVE STUDENTS:						
FULLTIME	1,965	2,358	2,830	3,396	4,075	4,890
PARTTIME	2,596	3,115	3,738	4,487	5,383	6,460
TOTAL	4,561	5,473	6,568	7,882	9,458	11,349
STUDENT MONTHS:						
FULLTIME	17,686	21,222	25,467	30,561	36,673	44,008
PARTTIME	9,809	11,770	14,124	16,952	20,339	24,408
TOTAL	27,495	32,992	39,591	47,513	57,012	68,414
FTE	3,436	4,399	5,279	6,335	7,602	9,122
PERSONNEL SUMMARY						
ADMINISTRATIVE	24	25	25	25	25	25
SUPPORT	57	54	65	78	94	113
FACULTY:						
PROFESSOR	12	12	15	17	19	23
ASSO PROF	16	17	21	25	30	35
ASST PROF	50	44	35	43	51	60
INSTRUCTOR	14	13	43	51	60	73
OTHER	3	1	7	9	10	11
PARTTIME	26	26	20	25	33	39
TOTAL	202	192	231	273	322	381
COST SUMMARY						
SALARIES:						
ADMINISTRATIVE	477,000	496,875	521,719	547,805	575,195	603,955
SUPPORT	441,750	418,500	529,938	666,461	843,330	1,064,480
FACULTY	2,269,089	2,122,523	2,724,077	3,436,512	4,278,102	5,392,341
FRINGE BENEFITS	621,629	592,390	736,073	906,902	1,110,342	1,379,851
TUTORIAL	317,317	325,505	409,986	516,637	650,483	820,087
RENT & UTILITIES	110,740	110,740	116,277	122,091	128,195	134,605
TELEPHONE	150,485	121,132	127,189	133,548	140,225	147,237
TRAVEL	24,540	22,975	31,258	39,654	49,426	61,581
PHOTOCOPY	54,380	55,981	70,555	88,907	112,012	141,136
EQUIPMENT	45,025	16,000	17,600	19,360	21,296	23,426
GENERAL	36,505	34,704	43,705	55,073	69,385	87,427
TEMP SERVICE	27,625	11,040	11,592	12,172	12,780	13,419
TOTAL	4,597,085	4,328,365	5,338,968	6,545,122	7,991,673	9,845,340
STATISTICS						
STUDNTS/FTE FACULTY	227	292	281	279	281	282
FACULTY SAL/STUD HD	83	64	66	72	75	79
TUTORIAL COST/STUD HD	12	10	10	11	11	12
TOTAL COST/STUD HD	167	131	135	138	140	144

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
ADMINISTRATIVE STAFF

	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
NON-INSTRUCTIONAL STAFF						
NUMBERS:						
ASSESSMENT						
ADMINISTRATIVE	1	1	1	1	1	1
DEVELOPMENT						
ADMINISTRATIVE	3	3	3	3	3	3
SUPPORT	1	1	1	1	1	1
ACADEMIC SUPPORT						
ADMINISTRATIVE	4	3	3	3	3	3
SUPPORT	3	3	3	3	3	3
STUDENT SERVICES						
ADMINISTRATIVE	5	5	5	5	5	5
SUPPORT	9	9	9	9	9	9
ADMINISTRATION						
ADMINISTRATIVE	26	25	25	25	25	25
SUPPORT	40	40	40	40	40	40
SALARIES:						
ASSESSMENT						
ADMINISTRATIVE	14,500	14,500	15,225	15,986	16,786	17,625
DEVELOPMENT						
ADMINISTRATIVE	18,000	18,000	18,900	19,845	20,837	21,879
SUPPORT	9,500	9,500	9,975	10,474	10,997	11,547
ACADEMIC SUPPORT						
ADMINISTRATIVE	17,890	17,890	18,785	19,724	20,710	21,745
SUPPORT	9,500	9,500	9,975	10,474	10,997	11,547
STUDENT SERVICES						
ADMINISTRATIVE	21,360	21,360	22,428	23,549	24,727	25,963
SUPPORT	9,500	9,500	9,975	10,474	10,997	11,547
ADMINISTRATION						
ADMINISTRATIVE	18,675	18,675	19,609	20,589	21,619	22,700
SUPPORT	9,500	9,500	9,975	10,474	10,997	11,547

EMPIRE STATE COLLEGE
FINANCIAL PLANNING MODEL
INSTITUTIONAL COST SUMMARY

	ACTUAL 75-76	76-77	77-78	78-79	79-80	80-81
PROGRAM CENTERS:						
NIAGARA FRONTIER	464,197	475,888	583,304	721,855	864,346	1,071,490
GENESEE VALLEY	550,966	607,576	730,229	878,049	1,093,500	1,329,639
LONG ISLAND	801,390	716,127	868,142	1,046,732	1,319,807	1,627,107	
LOWER HUDSON	343,509	384,104	456,474	578,810	721,068	868,858
METROPOLITAN	519,418	600,091	670,251	796,393	968,353	1,200,123
NORTHEAST	569,623	495,325	605,175	742,691	870,579	1,113,936
LABOR COLLEGE	349,195	322,140	407,660	500,991	596,399	752,017
COLLEGE WIDE	779,787	727,114	1,017,732	1,259,603	1,548,322	1,903,685
ASSESSMENT:						
PERSONNEL	17,328	17,328	18,194	19,104	20,059	21,062
OTHER	32,600	51,206	53,766	56,455	59,277	62,241
DEVELOPMENT:						
PERSONNEL	75,883	75,883	79,677	83,660	87,843	92,236
OTHER	32,600	51,206	53,766	56,455	59,277	62,241
ACADEMIC SUPPORT:						
PERSONNEL	119,572	98,193	103,103	108,258	113,671	119,354
OTHER	25,400	25,700	26,985	28,334	29,751	31,239
STUDENT SERVICES:						
PERSONNEL	229,798	229,798	241,288	253,353	266,020	279,322
OTHER	23,000	24,000	25,200	26,460	27,783	29,172
ADMINISTRATION:						
PERSONNEL	1,034,332	1,012,016	1,062,616	1,115,747	1,171,535	1,230,111
OTHER	632,075	829,368	870,836	914,378	960,097	1,008,102
TOTAL	6,909,672	6,743,062	7,874,400	9,207,326	10,786,937	12,801,625

RESULTS OF STUDY

The evaluations of the result of this study are of two types, i.e., those which deal with the economics of nontraditional education program approaches and those which deal with simulation modelling as a technique to evaluate such economics. In this section each of these evaluations is dealt with.

Economics of Nontraditional Programs

The evaluation of the economics of nontraditional education programs has resulted in the identification of the following factors as the primary ones which impact on viability of such programs.

A. Host Institution Involvement

There are advantages and disadvantages to an NTE program being associated with a host institution, but under the proper environment advantages can significantly outweigh disadvantages.

Advantages:

1) Access to existing support services which is economically more feasible than establishing new, independent services;

2) Building a program on existing academic credentials rather than having to establish them independently;

3) Existence of a fiscal base adequate to provide stability during a formative period and to enhance the generation of additional funding;

Disadvantages:

1) Requirement to operate within established procedures and constraints of host institution.

There are also advantages and disadvantages to a host institution in having an NTE program associated with it. Again, however, under the proper environment, the advantages significantly outweigh the disadvantages.

Advantages:

1) A demand for instruction to be provided by the traditional programs which would not otherwise exist;

2) The potential for attracting students, who would not otherwise enroll in traditional programs, who enroll because of the opportunity to participate in nontraditional programs;

3) Opportunities to explore revisions in curriculum or approaches to learning which could effectively be utilized by traditional programs of instruction.

. Disadvantages:

1) The necessity on the part of traditional program faculty to become involved in the evaluation, monitoring and control of NTE programs;

2) The possible requirements to divert a portion of available unrestricted resources to the financial support of NTE programs during their formation period.

Circumstances which must exist to maximize potential of non-traditional programs include:

. Faculty acceptance of value of concept;

. Willingness to commit resources during developmental period;

. Willingness to allow flexibility required for successful operation while adhering to basic institutional procedures.

Certain factors must be recognized by non-traditional program staff to permit desired circumstances to exist. Among them are:

. The impact on support services areas and the need to maximize acceptance of existing procedures and processes;

. The importance of protecting and enhancing traditional programs;

. The ultimate necessity to contribute to fiscal viability of institution.

B. Independent Operation

There are also advantages and disadvantages related to NTE programs operating independently of a host institution.

. Advantages:

1) Flexibility

- ability to meet needs not accepted as appropriate for a host institution environment;

- ability to design, test and implement unique learning approaches;

- ability to establish fee arrangements related to ability to pay.

2) Existence of a noncompetitive environment.

. Disadvantages:

1) Necessity to create required support services, regardless of cost;

2) Necessity to establish academic credentials;

3) Necessity to be financially self-sustaining.

There are certain elements essential for success in an NTE program not associated with a host institution.

. Identification of valid market for programs;

. Structuring of learning approach related to ability to pay;

. Control of operating expenditures;

. Establishing an acceptable procedure for programs to assure maintenance of acceptable standards.

C. Resource Utilization

Regardless of whether an NTE program is an independent operation or associated with a host institution, there are certain economic factors related to resource utilization which impact on the fiscal viability of NTE programs.

. Faculty utilization:

1) NTE programs permit the limitation of employment of full-time faculty to those required for continuity of program development and operation. This permits the employment of part-time faculty, who can be contracted for on an "as needed" basis, which allows cost to vary with demands for instruction required to be provided by nontraditional learning process.

. Availability - Faculty and Facilities:

1) In host institution environments, as well as independent units, the access to and availability of faculty is of prime importance, particularly where high usage of part-time faculty is planned.

2) Location of and access to physical facilities at no cost or a nominal incremental cost is essential. Such facilities include central administrative offices, classrooms, libraries, etc.

. Educational delivery systems:

1) The type of delivery system involved in an NTE program impacts on the facilities required. For example, if independent study involving a great deal of research is used, there must be libraries or other resources available. Otherwise the research materials will have to be provided.

2) The specific types of learning methods that will be utilized in a program also impact on how much curriculum development is necessary on both a current and continuing basis to maintain the program.

3) The extent to which the delivery system requires admission counseling, advising, and assessment of prior learning impacts on both the number and types of personnel needed to effectively perform these functions.

Modelling as a Financial Planning Technique

A. Purpose of Modelling

Modelling provides management with the opportunity to make mistakes on paper and to understand the interrelationships and workings of their specific operations. For good reason, the program directors are primarily concerned with the product, that is, delivery of education. However, regardless of how excellent the educational program may be, it will not long survive unless planning is done to insure an ongoing, viable, healthy financial situation.

Therefore, modelling is a tool to be used by management to assist in the planning process. It is a means to an end and should reflect the characteristics of the program and the philosophy of the management which runs the program.

Modelling is not a substitute for implementation planning and budgeting. The models developed during the study are typically of the macro long-range planning type. The models are used to reflect the operational and economic impact of programs designed to achieve the long-term goals and objectives of the institution. Therefore, the models developed are to be used as a beginning point for the development of a micro short-term implementation plan and budget. The budget for the current year should reflect the goals and objectives for the ensuing year, but of necessity must be more detailed than the model. Effective monitoring of the actual results against the budget can best be done if the budget is developed on a month-by-month basis.

B. Applicability of Modelling to Nontraditional Education

As previously defined, nontraditional education is a term used to describe almost anything in higher education that is new, unusual, or not widely practiced. Therefore, by its very nature, a "typical" nontraditional program is virtually impossible to define. Each program

differs substantially in size, content, educational delivery systems, geographic dispersion, financial resources, etc. This lack of homogeneity does not obviate the need for modelling, because modelling is a tool to synthesize a process and can be used regardless of the apparent diverse nature of NTE programs.

There are five basic steps that are performed in the development and use of a financial planning model.

1. Define the Educational Process - To effectively model an environment, that environment must be understood. Therefore the educational process must be defined in terms of how and when students enter the program; the educational methods in terms of advising, asessing, planning, etc.; the type and quantity of personnel services used; facilities required; tuition; etc.

2. Determine Incerrelationships - It is necessary to evaluate the available statistics affecting the operations of the program, such as: applications processed, students admitted, number of credit hours taken, number of courses taken, enrollments, faculty and other personnel, financial data, etc. The type and quantity of data will vary from program to program depending on specific characteristics and methods of operation. The data collected must be analyzed to determine the relationship of one data item to another. For example, the number of enrollments can be directly impacted by the availability of faculty to accommodate them, or vice-versa.

3. Translate into Financial Planning Model - Based on a knowledge of the educational process, the available data and the interrelationships of the data, a model is developed depicting the program being studied. Data items within the model either have a discrete value or are a function of some other value. The financial plan should be presented so as to show the available resources (revenues) and how these resources will be expended (expenditures).

4. Develop Assumptions on Future - After the model has been developed, it can be used for its purpose -- evaluating alternative assumptions. This evaluation can be done by changing assumptions on discrete values, such as admissions, or changing assumptions on relationships, such as attrition rates or faculty resources per student.

5. Refine the Model - The development of a model and forecasting several sets of assumptions is only the beginning. To be of maximum benefit the model must be constantly refined to reflect changes in plans, assumptions, relationships, etc. Frequently the development of a model identifies the need for data which are not being collected. Collection of these data and model modification will enhance the value of the model.

Modelling can be used in a nontraditional education environment. Each program, no matter how unique in concept, can be translated into measurable data regarding instructional services to be provided and resources required and available to do so. This data is then converted into revenue and expenditure projections. Simply stated, the financial plan is directly impacted by the educational process, otherwise the planning process has no value. Even though it is not always possible to pick a specific model and apply it to another situation, there can be the transfer of the general approach to defining an educational process.

CONCLUSION

In conclusion, the task force wishes to acknowledge its belief that this study has made a valuable contribution to advancing understanding of the economics of various approaches to NTE as a learning environment. It also wishes to record its belief that this study is only the beginning of a process regarding the advancement of such an understanding and that the process should be continued. As a next step, the task force recommends that a more definite approach to program costing in the NTE environment be undertaken. Involved in such a study should be the development of costing principles that should be followed; the definition of types of programs involved, the element of cost involved, and the interactive impact of such elements on programmatic costs.